

21st CCLC Project Director

Project Director (21st CCLC-Beyond the School Bell)

**SUMMARY OF FUNCTION**

The 21st CCLC Project Director position is a 5 year sunsetted position funded through the Colorado Department of Education (CDE) from July 2015 – May 2010. The Project Director will develop and implement multiple 21st CCLC afterschool sites that provide evidence-based instruction to support the day school curriculum while integrating social skills, STEM, literacy and next generation learning. The 21st CCLC Project Director will provide professional development, technical assistance and resources to support each site in coordinating and implementing the after school program.

**ESSENTIAL JOB FUNCTIONS**

- Supervise all grant activities to ensure they are in compliance with the grant proposal and leading toward the achievement of grant goals.
- Manage grant purchases for compliance to district and grant terms.
- Provide on-site technical assistance for all 21st CCLC sites.
- Provide initial and continuing professional development for all 21st CCLC staff through regularly scheduled staff meetings.
- Hire and supervise all 21st CCLC staff.
- Conduct weekly observations of all 21st CCLC sites.
- Assess, analyze, and evaluate the program on a continual basis, making course-corrections as necessary to ensure the achievement of grant goals.
- Facilitates partnerships with appropriate public and private agencies that provide services to students and families.
- Meets regularly with day school administrators regarding students in program.
- Administers assigned budget.
- Meets all grant deadlines and collects and maintains records needed for program administration to ensure grant compliance.
- Collects and organizes data for annual PPICS reporting.
- Completes data entry on grantor website before deadline date.
- Serves as the lead during site evaluations and in the development of Quality Improvement Plans for the year.
- Attends school staff meetings regularly.
- Assists to resolve student/staff issues.
- Assists staff with program-related issues to assess progress and compliance, and to identify needs and issues.

**OTHER DUTIES**

Serves as a liaison with community organizations to foster partnerships to enhance programming and build sustainability.

**KNOWLEDGE, ABILITIES AND SKILLS**

Knowledge of 21st CCLC program goals.

Knowledge of literacy and STEM content standards and how social skills can be integrated into academic standards.

Ability to assess and prescribe effective interventions for social skills (anger management, decision making etc.) development.

Ability to provide training and coaching for staff.

Ability to implement various research-based teaching strategies in multiple sites with students of diverse abilities and learning styles.

Ability to work effectively with staff to promote consistency.

**QUALIFICATIONS**

Valid Colorado Teacher License

Documented successful instructional leadership experience.

More than five years teaching experience at the elementary or middle school

JOB TITLE

JOB DESCRIPTION

level.  
Documented knowledge of social skills curriculum and experience with literacy and/or STEM.  
Experience teaching in a 21st CCLC program preferred.  
Master's degree in education or other related field preferred.  
Principal's license preferred.

ORGANIZATIONAL RELATIONSHIPS

The Project Director reports to and is evaluated by the District 11 Grants Director

WORKING CONDITIONS

The work is performed in a typical school or office environment. Flexibility in daily work schedule is required.

WORK YEAR

207 days per year

21st Century Learning Coordinator

**SUMMARY OF FUNCTION**

The primary function is to provide a cycle of research-based support and coaching for schools on 21st Century Learning and to align our 21st century learning professional development to address gaps and provide growth in student achievement especially for our disadvantaged children.

**ESSENTIAL JOB FUNCTIONS**

- Coordinates and serves as a visible lead on 21st Century Professional Development throughout the District
- Inventories all 21st Century Professional Development pieces and assesses 21st century staff learning needs to design 21st Century Professional Development plan in collaboration with other district staff
- Provides research-based strategies and support for teachers in effectively meeting the challenges in the classroom regarding 21st Century Learning (for example: technology integration, integration of 21st Century learning skills)
- Develops common understanding of 21st century vision
- Aligns efforts with D11& C21L's 21st century grant
- Aligns ET-IL Plan, 21st Century Educator Program, and Distance Education Program
- Embeds and aligns 21st century skills into Colorado/D11 content standards-based instruction using 21st century tools such as electronic whiteboards, student response systems, and library system software to access online and library information resources
- Develops training and oversee utilization of SharePoint and other Web 2.0 tools for communication
- Partner sswith Space Foundation for professional development
- Provides coordinated professional development for new products including Accelerated Reader Renaissance and Discovery Streaming
- Expands delivery methods to offer classes in a variety of formats that are not just face-to-face but include online opportunities

**OTHER DUTIES**

- As assigned to support 21st Century Learning

**KNOWLEDGE, ABILITIES AND SKILLS**

- Possess knowledge of 21st Century learning skills
- Experienced in the use of 21st Century technologies
- Possess effective listening, questioning, and collaborative team building skills in working with others
- Maintain a genuinely positive outlook on the district and school's culture, climate, and goals

**QUALIFICATIONS**

- More than 5 years teaching experience
- Master's degree with current Colorado Professional Licensure
- Successful experience working with adults in the areas of coaching and professional training

**ORGANIZATIONAL RELATIONSHIPS**

The coordinator is evaluated by the Director of Learning Resource Services and the Director of Professional Development.

**WORKING CONDITIONS**

- The work is performed in a typical school or office environment
- Flexibility in daily work schedule is required

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical

JOB TITLE

JOB DESCRIPTION

positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

ADS Support Specialist

**SUMMARY OF FUNCTION:**

Provides systems training and related support and assistance to district computer users. Prepares user documentation, training materials and assists in training. Responds to user inquiries as needed.

**ESSENTIAL JOB FUNCTIONS**

- Prepares materials and documentation to provide support to district computer system users.
- Responds to user questions and inquiries. Assists and trains users in system related questions, operation and problems. Directs inquiries to appropriate system experts as needed.
- Reviews student system training materials, suggest modification where applicable.
- Conducts user acceptance test for new student systems, screen changes and menu structures.
- Suggests methods for maintaining quality of user systems.
- Provides telephone support to and interacts directly with school administrative staff to help when problems occur. Tasks including assessing nature and extent of issues, and determining the level of technical/functional expertise required for resolution.
- Supports the maintenance of student data files (i.e. update tables, codes, screens, menus, etc.).

**OTHER DUTIES**

- Performs other related duties as assigned

**KNOWLEGES, ABILITIES AND SKILLS**

Knowledge of computer operations as applied to the preparation of program and system documentation, training materials and related areas

Knowledge of modern office practices and operation of standard office appliances, including desktop computers and copy machines

Ability to operate keyboard devices at moderate speed

Ability to provide user assistance within areas of capability

Ability to communicate effectively

Ability to work cooperatively with others

Ability to keep abreast of developments in the field of ADS Support Specialist

**QUALIFICATIONS**

- High School diploma or equivalent
- Two year of experience with computer systems

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Application, Development & Support

**WORKING CONDITIONS**

The work is performed in a typical office environment

**PHYSICAL DEMANDS**

This work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing

**FLSA STATUS**

Nonexempt

## JOB TITLE

## JOB DESCRIPTION

ARRA Math/Reading Coach

## SUMMARY OF FUNCTION

Under the direction of the building principal the Math/Reading Coach works with the school teaching staff to assist and support the implementation of effective implementation of Math or Reading programs, develop skills in standards-based, student-centered instruction and assist in the implementation of researched based instructional strategies.

## ESSENTIAL JOB FUNCTIONS

- Model, observe, team teach, peer-coach, and give feedback to teachers developing skills in standards-based instruction
- Train teachers in the implementation of assessment strategies and analysis, and rubrics
- Assist teachers in generating and interpreting all data from a Body of Evidence to make informed decisions for instruction and school-wide planning
- Locate professional resources and research
- Assist teachers in locating resource materials that address standards-based instruction and RtI interventions
- Provide resources and training for standards-based and student-centered instruction
- Model Effective Classroom Strategies (McREL, SIOP, etc.)
- Provide guidance and assistance in designing differentiated, standards-based lessons/units
- Assist parents in understanding standards-based education and reporting through math programs and other communications
- Provide Staff Development as requested
- Serve as liaison between the school and the Division of Instruction in areas of math and reading effective standards-based instruction
- Support the principal in developing School Improvement Plans (SIPs)
- Collaborate with the principal on strategies for student achievement

## OTHER DUTIES

- Performs related work as required

## KNOWLEDGE, ABILITIES AND SKILLS

- Extensive training and/or experience in mathematics content and pedagogy or reading pedagogy at the secondary level
- Demonstrated competence in coordinating, facilitating and presenting building level staff development that supports standards-based and student-centered instruction including the Response to Intervention Model
- Demonstrated knowledge, competence and skills of content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems
- Demonstrated knowledge and competence in teaching/learning PDSA and CQI Quality Tools to improve student learning
- Ability to assess and diagnose student academic strengths/weaknesses and prescribe effective interventions
- Demonstrated abilities in organizational, human relations, written and oral communication skills

## QUALIFICATIONS

- Eligible for Colorado (CDE) teacher licensure
- 5 or more years of teaching experience
- Must be Highly Qualified
- Masters Degree in mathematics or reading preferred
- Successful experience in working with adults

## ORGANIZATIONAL RELATIONSHIPS

JOB TITLE

JOB DESCRIPTION

The Coach is evaluated by an Executive Director or designee with input from the building principals.

**WORKING CONDITIONS**

- The work is performed in a school environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

JOB TITLE

JOB DESCRIPTION

AV Media Technician

SUMMARY OF FUNCTION

Maintains and schedules/distributes audio visual equipment and media.

ESSENTIAL JOB FUNCTIONS

- Conducts inventory maintenance and marking of new equipment and materials
- Enters data into inventory system to record receipt of equipment and materials
- Inspects media materials for quality
- Copies media software as needed
- Assists with check-in of all equipment and materials
- Packs media items as designated by computer labels for next day distribution
- Insures all items have been returned
- Assists audio visual coordinators with loading/unloading
- Re-shelves materials and equipment
- Sets up back to back computer labels for scheduling next day distribution
- Assists with inspection of all miscellaneous equipment and materials
- Repairs /as required or initiates request for replacement
- Performs delivery/pick-up of audio visual equipment and media at various/district locations
- Inspects, cleans and waxes and repairs 16 mm films; inspects and repairs as necessary audio cassettes and filmstrips

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the general purpose of media materials
- Ability to inspect media materials for defects and to repair such materials
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High school diploma or equivalent
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

Reports to Director of Educational Media and Technology.

WORKING CONDITIONS

The work is performed in a typical office environment and in a media setting.

PHYSICAL DEMANDS

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs or ladders; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Academies Coordinator

## SUMMARY OF FUNCTION

Articulates the vision of Roy J. Wasson Colorado School of Innovation and its academies to the school community including students, parents, faculty, and community members. Recruits students likely to be successful and who demonstrate an interest in the School of Innovation theme of study of each academy. Monitors the progress of students and guides them for success in preparation to enter college or career after high school. Facilitates transition to post secondary education experiences for the students so they will be successful as life-long learners. Reports directly to the school principal and works with the close collaboration of the Instructional Improvement Officer(s)

## ESSENTIAL JOB FUNCTION

- Works collaboratively with the Instructional Improvement Officer(s)
- Works closely with the Wasson Registrar and Academies Counselor on application process development and implementation
- Works collaboratively with feeder middle schools to facilitate vertical alignment
- Creates and utilizes an internal application process to assist interested “comprehensive” students in entering a selected academy
- Attends monthly meetings with other Academy Directors and the Instructional Improvement Officers (AP for instructional leadership, SALT,&/or Freshman Academy) to develop, utilize and shares strategies for success
- Meets monthly with the Instructional Improvement Officer and principal to discuss status and progress of the Academy program
- Works with Academy Directors to recruit 8th grade students early in their 8th grade year through presentations, recruitment nights, fairs, assemblies, parent letters, phone calls and conferences
- Provides information to the faculty, student body, and local community about the Academies through faculty meetings, websites, brochures, phone calls, promotional meetings, fairs, and conferences
- Invites students to participate who are academically qualified through targeted recruitment
- Disseminates brochures and applications to families and community members for Wasson Colorado School of Innovation
- Develops promotional materials (brochures, power point presentations, TV clips, etc.) to promote the Academy program
- Keeps an active recruitment list of students to fill in open seats as necessary
- Develops mentorships and internships for students in all Academies
- Develops partnerships for all Academies
- Facilitates hiring and evaluation of specialty adjunct teachers as needed by each Academy
- As the Academies continue to develop, works with the district to facilitate new course approvals, new textbook approvals, and funding for needed equipment
- Works with Academy Directors to meet monthly with students to monitor student achievement through conferencing with the student, communicating with advisors, checking student syllabi, and communicating with parents
- Coaches students and faculty advisers in building and maintaining of portfolio assessments
- Monitors with an assigned academies counselor the students’ schedules to assure that assigned classes meet academies’ requirements
- Monitors student success in classes by observations, benchmark tests, SAT, PSA T, progress reports, attendance, meeting with teachers, and parent and student conferences
- Keeps accurate records of student participation in the Academies
- Holds quarterly parent meetings for students enrolled in college and for parents of students in grades 9-11 to share college information, to update parents on the progress of the program, and to celebrate the success of the

JOB TITLE

JOB DESCRIPTION

students

- Conducts parent conferences quarterly or on an as needed basis for students in grades 9- 11 who are enrolled in the Academies
- Provides academic interventions to students who are struggling in classes by finding tutors, monitoring tests, contacting parents, and participating in parent conferences
- Organizes enriching, supportive field trips, master teacher presentations and college visits and/or college speakers to educate students and parents about various post secondary opportunities for students
- Ensures that all Academy students are enrolled in at least one SAT preparatory session and that all Academy students take the SA T in time to apply for college
- In collaboration with the academies counselor, provides applications to participating colleges, collects required information from the students and turns in applications to the colleges

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Bachelor's degree in Education, Master's degree in Education, Education Administration or related field
- 5- 10 years of experience as a teacher
- With program coordination and supervisory experience preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.
- The term of employment is the same as the Assistant Principals

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

Accounting Generalist

SUMMARY OF FUNCTION

The Office Administrative/Accounting Generalist for the Department of Fiscal Services will be assigned responsibility for various accounting functions and assistance to department staff.

ESSENTIAL JOB FUNCTIONS

- Reconciles accounts for all fund types as assigned, creates, generates and modifies computer spreadsheets/reports as needed to assist in monitoring accounts, performs calculations related to managing accounts
- Collects and loads financial data into PeopleSoft finance software and ensures compliance with department deadlines related to data submissions, verifies accuracy of data
- Maintains confidential files, archives and tracks all department records and accounting information in accordance with applicable record retention laws, policies and regulations
- Assists in the accurate completion of all functions (as needed) in the following areas:
  - Accounts Receivable
  - Accounts Payable
  - Internal Audit
  - Asset Management
  - Financial Reporting
  - Assisting Customers
- Knowledge of standard accounting and bookkeeping procedures including the collection of, as well as maintaining accurate accounts as applied to the requirements of School District 11
- Organize and direct office services and secretarial procedures in a school or executive office setting
- Accurate and quick arithmetic calculations
- Resolution of discrepancies in accounts and payment problems with vendors; use of standard purchasing procedures.Knowledge of standard accounting and bookkeeping procedures including the collection of, as well as maintaining accurate accounts as applied to the requirements of School District 11

OTHER DUTIES

- Performs related duties as assigned.

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of accounting practices and/or bookkeeping
- Ability to work with confidential information
- Ability to adapt to prioritize multiple tasks
- Ability to operate standard database, spreadsheet and word processing software as it becomes available
- Ability to communicate clearly and effectively
- Ability to work cooperatively with others
- Requires effective organizational skills and attention to detail
- Meets deadlines, demonstrates punctuality and good attendance

QUALIFICATIONS

- High School diploma or equivalent
- Minimum three years bookkeeping/accounting experience
- Knowledge of computers, software programs, database and spreadsheets
- Coursework in accounting, bookkeeping, or finance preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to designated administrator.

WORKING CONDITIONS

The work is performed in a typical office environment.

**JOB TITLE****JOB DESCRIPTION****PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

Accounting- Payroll Specialist

**SUMMARY OF FUNCTION**

Uses standard accounting procedures to maintain various accounts for the district. Processes accounts, payroll, performs calculations and builds spreadsheets. Follows procedures prescribed by city, county and state law, district/school policies and regulations.

**ESSENTIAL JOB FUNCTIONS**

- Posts and processes invoices/payroll information
- Verifies accuracy of data
- Documents and reconciles changes as needed to include creating and issuing off cycle checks.
- Develops procedures for and prepares processes to validate accounting/payroll procedures
- Creates, generates and modifies computer spreadsheets/reports as needed to assist in monitoring and uploading accounts to include Savings Plans, Membership Dues, Stipends, Incentive Payments, Dockings, Teacher in Residence Program
- Prepares, sorts and distributes information as required
- Manage and perform calculations related to: Payroll Taxes, PERA Payment, District Garnishments
- Responds to inquiries from district representatives and public regarding payroll and expenditures
- Run queries and/or related correspondence as needed
- Collects and compiles data and communicates as needed
- Data entry for retroactive payments, late timesheets and compensation adjustments
- Accurate and quick arithmetic calculations
- Resolution of discrepancies in accounts and payment problems with vendors
- Assists in formulation of policy
- Develops information related to federal/state funding
- Work closely with Human Resources, Employee Benefits, Budget & Planning, Financial Services and Information Technology to assure employees are paid timely and accurately
- Assist with processing, reconciling and confirmation of two payrolls per month and any additional payrolls as needed.
- Monitors and responds to emails in a timely manner
- Record correction and uploads for Time Clock Plus

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of office practices and operation of standard office appliances, including desktop computers and copy machines
- Ability to work with confidential information
- Ability to operate standard database, spreadsheet and word processing software as it becomes available
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to maintain a calm demeanor when dealing with internal and external customers.
- Ability to operate keyboard devices at a moderate speed; ability to use e-mail
- Knowledge of payroll processing and/or standard accounts maintenance procedures

**QUALIFICATIONS**

High School diploma or equivalent

Minimum three years clerical/secretarial/bookkeeping/account experience and

JOB TITLE

JOB DESCRIPTION

maintenance  
Knowledge of computers, software programs, database and spreadsheets  
Coursework in office practices/vocational courses

ORGANIZATIONAL RELATIONSHIPS  
Reports to designated administrator

WORKING CONDITIONS  
The work is performed in a typical office environment.

PHYSICAL DEMANDS  
The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS  
Non-exempt

WORK YEAR  
260 Days

Accounting-Payroll Manager

**SUMMARY OF FUNCTION**

Supervises and provides technical assistance to accounting and payroll staff regarding finance operations, State and Federal laws, IRS regulations, GASB Statements and GAAP. Responsible for performing critical functions including preparation of internal and external financial reports, general ledger and payroll reconciliations, system upgrades, banking and cash flow projections. .

**ESSENTIAL JOB FUNCTIONS**

- Supervise, control, plan and coordinate the duties of Fiscal Services staff to ensure accurate and timely payment, recording and reporting of all district expenditures
- Oversee and assist staff in the resolution of discrepancies related to payroll and accounting issues, including dealing with other District employees and management
- Design and implement effective internal controls
- Evaluate alternative means of treating transactions
- Analyze the effect of transactions upon accounting relationships
- Prepare work papers and support the completion of the annual financial audit
- Assist with preparation of the Comprehensive Annual Financial Report (CAFR) and Data Pipeline transmission to CDE
- Maintain critical accounting records and stay current with changes in governmental accounting and financial reporting standards as issued by the Governmental Accounting Standard Board (GASB)
- Provide support to the Director of Fiscal Services
- Responsible for the preparation and compliance with all Tax Shelter Annuities (TSA's), 403(b) Laws and related contracts
- Responsible for pay administration agreements in accordance with the Master Agreement with the Colorado Springs Education Association, the Educational Support Professionals Council, and Executive/Professional Employees policies and procedures
- Responsible for the preparation of detailed payroll information returns (W-2's, quarterly tax reports, Colorado unemployment, etc.) and maintains accurate supporting documentation for those returns
- Maintain current knowledge of payroll laws and regulations regarding taxes, tax-sheltered annuities, cafeteria plans, PERA, garnishments, levies, etc.
- Coordinate with IT on maintaining and improving fiscal services processes including software/reporting changes
- Coordinate in-service training on accounting and payroll matters with schools/departments for policy and procedure update training
- Resolves issues, writes memoranda of understanding, when necessary, communicating accounting and payroll procedure changes to staff, departments and schools
- Maintains fiscal year timeline for efficient department operations
- Implements appropriate records retention schedules for the Fiscal Services department including maintaining and storing records
- Provide leadership and support through committees and meetings to resolve issues, including recommendations to improve, simplify and provide services to schools and departments

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITY AND SKILLS**

- Knowledge of accounting and payroll principles and practices as applied to governmental accounting
- Knowledge of Colorado state school laws and Colorado Department of Education financial policies and procedures
- Ability to keep apprised of developments and changes in the governmental

JOB TITLE

JOB DESCRIPTION

accounting and education fields

- Mastery of spreadsheet, word processing and database software with the ability to train others
- Ability to communicate effectively in writing and orally
- Ability to work cooperatively with co-workers and all levels of management

**QUALIFICATIONS**

- MBA, CPA, CMA, CGFO or CPP preferred
- College degree and a minimum of 18 semester hours in accounting
- Three years' experience in government accounting procedures
- Three years supervisory experience
- Three years'experience in payroll operations
- People-Soft experience a plus
- Excellent organizational and leadership skills

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Director of Fiscal Services.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Accounts Payable Supervisor

SUMMARY OF FUNCTION

Supervises and provides technical assistance to the accounts payable staff to ensure timely and accurate accounts payable transactions.

ESSENTIAL JOB FUNCTIONS

- Supervise, control, plan and coordinate the duties of the accounts payable staff to ensure accurate and timely payment, recording, and reporting of expenditures
- Oversee and assist accounts payable staff in the resolution of discrepancies related to payable issues, include dealing with other District employees and management
- Evaluates alternative means of treating transactions
- Prepares work papers documenting correct balances for annual financial audit
- Prepare and gather data related to IRS Form 1099. Keep apprised of IRS regulators and change District procedures when appropriate
- Provides support to the Director of Fiscal Services of Fiscal Services
- Coordinates with I on maintaining and improving the payable process including software/reporting changes
- Coordinates in-service training on accounts payable matters with schools/departments for policy and procedure update training
- Acts as liaison between Director and accounts payable staff
- Resolves issues, writes memoranda of understanding, when necessary, communicating accounts payable changes to staff, departments and schools
- Maintains timeline for efficient accounts payable operations
- Implements appropriate document retention schedules for the accounts payable department, including maintaining and storing records

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of accounts payable principals and practices as applicable to governmental accounting
- Ability to use spreadsheet, word processing and data base software, including accounts payable programs
- Ability to communicate effectively in writing and orally
- Ability to work cooperatively with co-workers and all levels of managers

QUALIFICATIONS

- Bachelor degree, preferably in Accounting and a minimum of 15 accounting hours

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Director of Fiscal Services.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Achieve Team TOSA

**SUMMARY OF FUNCTION**

The primary function of the Achieve Team TOSA is to coach and consult with school staff to provide job-embedded professional development and to build organizational capacity in areas of instruction, curriculum and assessment. The support is to be prioritized according to building needs, with an emphasis upon designated Academic Systems, Culture of Performance, & Talent Management (ACT) schools. The Achieve Team TOSA works under the supervision of the Assistant Superintendent of Instruction, Curriculum and Student Services (ICSS) and serves as a liaison between schools, the System Improvement Specialist, and ICSS.

**ESSENTIAL JOB FUNCTIONS**

- Coordinates with the System Improvement Specialist, the Assistant Superintendent of Instruction, Curriculum and Student Services to identify high leverage instructional strategies to address academic gaps for specific student groups according to the ACT school's *School Performance Framework* (SPF)
- In coordination with the building principal (and Teaching & Learning Coaches (TLCs) in elementary schools), supports implementation of effective strategies to meet Unified School Improvement Plan and ACT Plan goals regarding growth groups
- Provides peer assistance and coaching, particularly within designated ACT buildings, toward meeting teachers' goals to grow in knowledge and effectiveness in all content areas and working with children of poverty
- Provides staff with structures, professional development and feedback that supports teaching and learning cycles
- Provides facilitation and guidance in partnership with Instruction, Curriculum and Student Services for district instructional initiatives
- Provides support to staff in formatively assessing and monitoring student growth, in interpreting individual and class growth trends, and in determining effective Tier I instruction, intervention techniques, differentiation, and Tier 2 & 3 intervention techniques to increase student growth
- Attends building Professional Learning Community (PLC) meetings to support teachers in the PLC process and in the identification of strategies to meet student needs
- Provides progress reports to System Improvement Specialist on a monthly basis for all assigned schools
- Demonstrates an ongoing willingness to enhance and further their own professional training, knowledge, and expertise through Division of Instruction, Curriculum and Student Services trainings/in-services/meetings and external professional opportunities within content related to effective instruction, all curriculum/content areas, Response to Intervention, professional coaching and student performance. (Training can also be added with approval of Principal and their Executive Director as supported by the Assistant Superintendent of ICSS.)
- Partners with external consultants to improve outcomes in ACT buildings.
- 
- Provides additional instructional coaching support by request based on school needs.

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

Must demonstrate the following:

- Ability to develop ongoing trusting relationships with staff
- Skills in meeting the challenges of adult learners
- Ability to work through and manage resistance to change
- Collaborative, team-oriented attitudes
- Ability to be a risk taker and possibility thinker

JOB TITLE

JOB DESCRIPTION

- Knowledge of all content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems.
- Successful experience using various teaching strategies/approaches with students of poverty
- Ability to engage staff in reflective, self-inquiry processes to improve practice
- Ability in and knowledge of data management systems to include the ability to provide ongoing coaching on effective use of the data systems for improved instruction and leading to improved student performance
- Ability to provide training and coaching for staff K - 12 in effective research-based and district approved instructional strategies in all content areas
- Strong organization, communication and facilitation skills
- Strong working knowledge of the Multi-Tiered Support System/Response to Intervention/Positive Behavioral Interventions & Support (MTSS/RtI/PBIS) frameworks
- Strong working knowledge of Professional Learning Communities structures and processes

**QUALIFICATIONS**

5+ years of highly effective classroom experience  
Experience working with children from poverty  
Master’s degree with current Colorado teacher licensure  
Successful experience in working with adults in the areas of professional training and staff development

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Assistant Superintendent of Instruction, Curriculum and Student Services  
Actively partners with Instruction, Curriculum and Student Services to further the district’s essential actions and to eradicate school-based disparities  
Participates in Instruction, Curriculum and Student Services -led professional development sessions and information sessions as scheduled

**WORKING CONDITIONS**

The work is performed in a typical office environment and in school classrooms.  
Flexibility in daily work schedule is required.  
Summer training is required.

**DUTIES NOT TO INCLUDE**

Performing Type D license duties specifically those generally assigned to assistant principals and principals

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects and use fingers to operate computer keyboard. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK DAYS:**

185 Day Per Year

**JOB TITLE****JOB DESCRIPTION**

Admin Specialist - Recruitment and Compensation

**SUMMARY OF FUNCTION**

The Administrative Specialist performs a wide range of sophisticated tasks to support efficiency and effective operations for the Human Resources Department. This position is highly involved in licensing verification, data entry, recruitment, compensation, retirement, and the Colorado Department of Education annual report. This position reports to the Human Resources Manager and Director of Compensation.

**ESSENTIAL JOB FUNCTIONS**

- Assist the Director of Compensation with compensation data and the maintenance of District salary schedules
- Oversees process of and assumes responsibility for timely and accurate completion of office functions
- Supports the Human Resources Manager with Licensing verification and completes the necessary data entry
- Prepares correspondence through the use of Microsoft Office applications
- Assist with processing compensation paperwork
- Responds to HR inquiries from office visitors, schools, other departments, outside agencies, and the public
- May interpret District policies and procedures
- Audits personnel files including education and seniority inquires
- Supports the Director of Compensation with the creation of educator identification numbers and other CDE data
- Assist with recruitment preparation for job fairs
- Completes loan forgiveness forms
- Assist with preparing personnel board recommendations for upcoming Board of Education meetings
- Assist with updating and mailing documents for the retirement program and responds to inquiry or appointment requests
- Supports the education increment process and any other CDE data
- Completes data entry and uploads documents into Papervision for personnel files
- Assists with job descriptions
- Attends recruitment meetings as necessary
- 
- OTHER DUTIES
- Performs related work as required
- 
- KNOWLEDGE, ABILITIES, SKILLS
- Knowledge of human resource policies, procedures, and practices
- Knowledge of Payroll processing and/or standard account maintenance procedures
- Knowledge of office practices and operations to include computer applications and general office equipment
- Ability to use and integrate technology
- Ability to analyze data, create a written summary of the information, and suggest solutions
- Ability to work under deadlines
- Ability to communicate effectively
- Ability to be flexible with changing needs of the department
- Ability to work cooperatively with others
- Ability to work with confidential information

JOB TITLE

JOB DESCRIPTION

- Skilled with calculations and basic accounting
- Skilled with Excel Spreadsheets
- 
- QUALIFICATIONS
- High School diploma or equivalent
- Minimum three years of clerical/bookkeeping/accounting/Human Resources experience preferred or equivalent relevant college experience
- 
- ORGANIZATIONAL RELATIONSHIPS
- Reports to the Director of Compensation
- Reports to the Human Resources Manager
- 
- WORKING CONDITIONS
- The work is performed in a typical office environment
- 
- PHYSICAL DEMANDS
- The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.
- 
- FLSA STATUS
- Nonexempt
- 
- WORK YEAR
- 260 Days

**JOB TITLE****JOB DESCRIPTION**

Admin Specialist-Licensing and Resource Specialist

**SUMMARY OF FUNCTION**

The Licensing and Resource Specialist serves as the primary district lead and support for software licensing compliance as well as tracking and managing physical and non-physical resource investments including fixed, digital, library, and instructional items. Under the direction of the Director of Learning Resource Service – Instructional Technology, the Licensing and Resource Specialist provides support, guidance, training, compliance, and accountability to all schools and departments.

**ESSENTIAL JOB FUNCTIONS**

- Manages implementation of the comprehensive library and resource management system
- Manages use of a comprehensive library and resource management system
- Adheres to the legislative guidelines set forth by Student Data Transparency and Security, SDTSA
- Performs bookkeeping, reconciliation, procurement/accounting, and reporting functions for departmental and school revenue and expenditure accounts
- Develops and modifies accounting procedures and supporting methods to ensure compliance with generally accepted accounting principles, board policy and administrative regulations
- Tracks and monitors all software and related licenses, developing and monitoring a database that will assure District compliance with all state and federal licensure and copyright laws
- Interprets software license language and monitors district-wide use of licenses
- Serves as liaison between LRS-IT, schools, and departments within and outside of Technology Services
- Maintains an archived file of all software and software licenses that are in use in the district
- Maintains archived records of all On-Demand software
- Provides support, reporting and troubleshooting of library and resource management system
- Provides documentation and training materials for resource and library management systems

**OTHER DUTIES**

- Performs other duties as assigned
- Participation in professional learning trainings required
- 

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to analyze and understand software licensing languages
- Working knowledge of state and federal copyright and student data privacy laws
- Working knowledge of K12 education bookkeeping principles and practices
- Ability to develop, use and expand the use of a comprehensive resource database effectively
- Knowledge of library management software
- Ability to communicate effectively in writing and orally
- Demonstrated ability to manage multiple projects
- Ability to keep abreast of developments in the field
- Demonstrated ability to learn and adapt and incorporate evolving technology
- 

**QUALIFICATIONS**

- Equivalent of two years of college or a 2-year college degree or passed the

JOB TITLE

JOB DESCRIPTION

Work Keys test

- Three years of library and technical software management and support experience preferred
- Experience in working with the district community, including the vendor community
- 

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Director of Learning Resource Services-Instructional Technology or designee.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

WORK DAYS

260

Admin. Specialist - Student Support and Engagement

### **SUMMARY OF FUNCTION**

Provides administrative and technical support to ensure efficient and effective operation of an office or department. Establishes and maintains communication and productive relationships among school staff, community agencies, parents and students to assist students and their families in the removal of barriers to support student success, engagement, and wellness.

### **JOB DESCRIPTION**

#### **ESSENTIAL JOB FUNCTIONS**

- Works on specialized administrative projects and requests individually as a member of a work team
- Assists district staff and legal counsel with investigative research
- Compiles, examines and prepares confidential information/legal documentation
- Interprets and communicates Board Policy as well as specific laws related to specialty area
- Examines and monitors bills, documents and processes as needed
- Coordinates materials preparation for informational presentations
- Prepares drafts, edits and finalizes supplemental informational materials
- May include collating, organizing and producing materials.
- Maintains files according to established procedures.
- Responds and attempts to resolve problems, customer complaints and other issues in a production and positive manner
- Maintains schedules and administratively supports the mission of the department
- Responds to unexpected and emergency situations professionally, and directs to appropriate leadership team members
- \* Maintains professional ethics and confidentiality; openness to learning from others: accepts constructive criticism/feedback.
- \* Maintains liaison between district, school, family and community agencies and assists in better use of services available to students, families and school.
- Provides information about student's status to district and school staff and facilitates assistance for promoting academic, social, emotional and behavioral success
- Coordinates meetings of school staff, parents and students and community agencies
- Notifies community agencies when necessary to report situations needing their response
- Participates in required in-service trainings and meetings

#### **KNOWLEDGES, ABILITIES AND SKILLS**

- **Work independently at a consistently high level of performance**
- **Work with and process extremely confidential information**
- **Self-starter who follows through until task or project is completed**
- **Produce, edit, and distribute information using MS Office Suite, email, and the Internet**
- **Foster and manage changes and actively promote growth of the organization**
- **Possess a professional manner and appearance**
- **Demonstrated skills in organization, customer service, conflict management, oral and written communication skills**
- **Ability to work cooperatively with others, individually and in teams**
- **Knowledge of and ability to use Board of Education policies, procedures and regulations**
- **Ability to liaison and assist families and students in utilizing the educational, social, emotional, and behavioral opportunities of the school and community systems**
- **Has the ability to translate documents from Spanish to English and English to Spanish**
- **Has the ability to converse with customers in the Spanish language and provide translation services**

#### **QUALIFICATIONS**

- **Associates degree or equivalent plus additional relevant course work**
- **Five years minimum, experience as executive level secretary or related experience**
- **Proficiency in MS Office Suite, especially EXCEL, PowerPoint, and Word \*Bi-lingual Spanish preferred**

**ORGANIZATIONAL RELATIONSHIPS** Reports to the executive responsible for department.

#### **WORKING CONDITIONS**

The work is performed in a typical office environment, with some travel to school or community partner settings

#### **JOB TITLE JOB DESCRIPTIONS PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

#### **FLSA STATUS**

**Nonexempt**

Administration Building Technician

**SUMMARY OF FUNCTION**

Maintains the administration building and grounds to insure safe, orderly and operationally sound functioning of the building.

**ESSENTIAL JOB FUNCTIONS**

- Performs or supervises performance of all routine cleaning including vacuuming or buffing and sweeping floors, cleaning fixtures such as sinks, toilets, drinking fountains and emptying waste baskets
- Fills vending machines and stocks custodial closets
- Monitors systems such as heating, air conditioning and security including locking/unlocking
- Performs minor mechanical repairs or sends in job orders to production control
- Inspects lighting fixtures, making necessary replacements
- Sets up/breaks down Board room for all meetings
- Makes coffee and assists in other preparations. Maintains pleasant and courteous communications with Board members, administrative staff and general public
- Carries out special requests from Board members or administrative staff
- Assists Board secretary with delivery of materials to Board members
- Performs heavy maintenance
- Performs outdoor maintenance, including snow removal, lawn and shrub /care and watering
- Raises and/or lowers the flag

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGES, ABILITIES AND SKILLS**

- Knowledge of facilities services including janitorial work, building operations, building security, room set and use, and related building service activities
- Ability to perform facilities services efficiently
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High school diploma or equivalent
- Three years of building custodial experience

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Building Manager.

**WORKING CONDITIONS**

The work is performed in and around buildings.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

**JOB TITLE****JOB DESCRIPTION**

Administrative Assistant - Employee Benefits

- **SUMMARY OF FUNCTION**

- Provides administrative and benefits support to ensure efficient and effective operation of the Benefits department.

- 

- **ESSENTIAL JOB FUNCTIONS**

- Customer service: Answer phone calls and emails regarding employee benefits questions; insurance plans, premiums, 125 FLEX plans, LOA, FMLA, retirement, dependent eligibility, qualifying events, and wellness program

- Works closely with Human Resources to ensure they receive the most up to date benefits packet and are aware of any changes to benefit procedures

- Assists employees in accurate completion of benefits packet and are aware of any changes to benefit procedures

- Assists employees in accurate completion of benefits paperwork to include any legal forms needed to dependent verification

- Works closely with payroll to ensure appropriate premiums are deducted and any adjustments are in before the payroll deadline

- Manage spreadsheet for 9-month employee premiums.

- Scans and creates new files for employees utilizing the electronic filing system

- Maintains existing employee files by scanning all updated material into their electronic files

- Schedules and processes all employee plan changes in PeopleSoft

- Manages PeopleSoft and draft letters to employees when on LOA, FMLA, disability, dependent age 26, and retirement incentive program

- Assists employees with logging in to self-service and completing open enrollment

- Assists employees with eligibility issues by asking questions, reviewing enrollment forms and PeopleSoft and then contact the appropriate vendors to correct any errors

- Enrolls inactive employees in the PeopleSoft benefits billing system, accept payments, enter in PeopleSoft and print receipts

- Runs weekly deposits for inactive employees and reconcile weekly and monthly

- Coordinates workloads and information with other support staff which may include:

- Oversees maintenance of office equipment

- Maintains and monitors budget and accounting records

- Submits payroll information

- Assembles editing word processing

- Maintains supervisor's calendar and schedules appointments and meetings, coordinates activities required for meetings, appointments, conferences, etc.

- Coordinates collection and processing of forms required by local, state and federal programs

- Prepares correspondence through the use of word processing

- Maintains confidential files

- Responds to inquiries from office visitors, schools, and other departments

- 

- **OTHER DUTIES**

- Performs related work as required

- 

- **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines

- Ability to work with confidential information

JOB TITLE

JOB DESCRIPTION

- Ability to operate standard database, spreadsheet and word processing software as it becomes available
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to operate keyboard devices at a moderate speed; ability to use e-mail
- Knowledge of Payroll processing and/or standard accounts maintenance procedures

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QUALIFICATIONS

- High School diploma or equivalent
- Minimum three years clerical/secretarial /bookkeeping/account experience and maintenance
- Knowledge of computers, software programs, database and spreadsheets
- May include: Coursework in office practices/ vocational courses

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THESE POSITIONS MAY INCLUDE THE FOLLOWING

- Knowledge of standard accounting and bookkeeping procedures including the collection of, as well as maintaining accurate accounts as applied to the requirements of School District 11
- Accurate and quick arithmetic calculations

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ORGANIZATIONAL RELATIONSHIPS

- Reports to designated administrator

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WORKING CONDITIONS

- The work is performed in a typical office environment.

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PHYSICAL DEMANDS

- The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

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FLSA STATUS

JOB TITLE

JOB DESCRIPTION

Administrative Building Manager

SUMMARY OF FUNCTION

Manages all maintenance and minor repairs in administrative complex, supervises staff performance, completes staff performance evaluations and performs work assignments. Monitors safety and security of buildings, assets and grounds.

ESSENTIAL JOB FUNCTIONS

- Performs or supervises performance of all custodial services for all buildings within the assigned sites
- Monitors building operations systems such as heating, air conditioning and security including locking/unlocking of buildings
- Performs or supervises performance of minor mechanical repairs or sends in work requests to Facilities
- Performs or supervises performance of the set up and break down of the all general-purpose meeting rooms at the assigned sites , and carries out special requests from the Superintendent’s office, the Board secretary or Board members
- Performs or supervises performance of outdoor maintenance of grounds, landscaping and pavements for the Central Administration Campus, including snow removal, lawn and shrub care and watering, and trash pick-up
- Supervises, plans, assigns and evaluates assigned building technician's work
- Manages, maintains, records and reports as required by District guidelines and procedures, including supply budget, operations staff time sheets, cleaning supplies received and consumed, and building fixed assets inventory
- Assists the District Custodial Foreman in custodial support related tasks and fills in for the Custodial Manager in his absence

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of facilities services including custodial work, building operations and basic maintenance, building security, room set and use, and related building service activities
- Skill in using the tools, equipment and materials of the trade and to perform facilities services efficiently
- Ability to supervise others in the work and to work cooperatively as a team
- Ability to perform basic administrative functions including managing budgets, people and other resources
- Ability to communicate effectively and tactfully with a wide range of people including the general public

QUALIFICATIONS

- High school diploma or equivalent
- Completion of required training requirements, or demonstrated skills in basic building operations and maintenance
- Four years of experience in custodial operations.
- Two years of supervisory experience

ORGANIZATIONAL RELATIONSHIPS

Reports to the Administration Executive Professional responsible for the Administration Complex.

District Custodial Foreman / Inspector and reports to the Director of Facilities when serving in the capacity of District Custodial Foreman / Inspector.

WORKING CONDITIONS

JOB TITLE

JOB DESCRIPTION

The work is performed in and around buildings. Subject to rotational movement at the need of the District and the discretion of the Area Custodial Supervisor, Custodial Foreman or the Facilities Operations & Maintenance Manager.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

WORK YEAR

260

**JOB TITLE****JOB DESCRIPTION**

Administrative Dietician - Food and Nutrition

**SUMMARY OF FUNCTION**

Administer the implementation of school breakfast, lunch, snack, and summer feeding programs by organizing and maintaining quality menu planning, nutritional analysis, menu cost analysis, inventory management, food and supply purchasing, and community understanding of related issues.

**ESSENTIAL JOB FUNCTIONS**

- Administers the menu planning & nutrition analysis software for the department. Keep the database updated and coordinate menu development with nutritional analysis
- Works with District Procurement Specialist & District Chefs to analyzes all menus for pre-cost and maintain this system of spreadsheets so that pricing is always up to date
- Enhances the health and nutrition of school children by planning nutritionally sound menus that conform to federal and state program regulations
- Manages diet plans for students with dietary disabilities to some degree and ensure that staff at schools follows the menu restrictions that physicians have set for these students. Research and conduct analysis to find foods that are appropriate to the menu plan
- Develops, maintains, and evaluates menu and recipes for continued improvement in customer satisfaction and cost controls using continuous improvement tools
- Works with procurement specialist and FNS Management Team and serves as a liaison for food and supply purchases (evaluates ingredients, component contribution, etc.) used in preparation of all department menus
- Assists FNS Director & Procurement Specialist in USDA Commodities management so that CSSD11 utilizes commodities to the maximum extent possible in their menus
- Assists administration in evaluation of planning, organizing, and implementing school breakfast, lunch, snack, summer feeding, and other programs as necessary
- Develops and coordinates department nutrition education materials and classes
- Assists and facilitate community understanding of program related health and nutrition information
- Assists the department with research and special reports as requested by Director
- Acts as Department liaison for District Wellness Policy
- Acts as liaison with Head Start or other special programs as requested and develop and maintain menus and recipes required by these programs
- Assists with implementation of decisions, policies, procedures and systems that comply with federal, State, Local and Board laws or directives for Food & Nutrition Services
- Visits schools regularly to conduct reviews of production records, service standards, and assist staff with training
- Coordinates, facilitates and/or serves on a variety of committees

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Basic skills in personnel management, conflict resolution, resource organization and planning
- Intermediate skills in oral and written communication, word processing,

JOB TITLE

JOB DESCRIPTION

presentation, and spreadsheet software

- Ability to organize, assign, direct and inspect work of subordinates and exercise good judgment in evaluating situations and making decisions
- Full and specialized knowledge of school food service operation, management, and nutritional requirements. Operating knowledge of and experience with microcomputers and nutritional analysis software
- Possess ability to speak before large and small groups and organizations

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• **DESIRED SKILLS**

- Knowledge of food and supply purchasing
- Continuous Improvement tools

**QUALIFICATIONS**

- Bachelor's degree in Dietetics with Registered Dietitian (RD) credentials is required
- Over three and up to and including five years of similar experience in food service management in institutions (schools, university, or hospitals) with schools preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Food & Nutrition Services. Oversee clerical staff members in the Food & Nutrition Services office

**WORKING CONDITIONS**

Work is performed in an area that is adequately lighted and ventilated

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Administrative Specialist

**SUMMARY OF FUNCTION**

Provides administrative and technical support to ensure efficient and effective operation of an office or department.

**ESSENTIAL JOB FUNCTIONS**

- Works on specialized administrative projects and requests individually as a member of a work team
- Assists district staff and legal counsel with investigative research
- Compiles, examines and prepares confidential information/legal documentation
- Interprets Board Policy as well as specific laws related to specialty area
- Examines and monitors bills, documents and processes as needed
- Coordinates materials preparation for informational presentations
- Prepares drafts, edits and finalizes supplemental informational materials
- May include collating, organizing and producing materials.
- Maintains files according to established procedures.
- Responds and attempts to resolve problems, customer complaints and other issues in a positive manner
- Maintains schedules and administratively supports the mission of the department
- Responds to unexpected and emergency situations professionally, and directs to appropriate leader

**KNOWLEDGES, ABILITIES AND SKILLS**

- Work independently at a consistently high level of performance
- Work with and process extremely confidential information
- Self-starter who follows through until task or project is completed
- Produce, edit, and distribute information using MS Office Suite, email, and the Internet
- Foster and manage changes and actively promote growth of the organization
- Posses a professional manner and appearance
- Demonstrated skills in organization, customer service, conflict management, oral and written communication skills
- Ability to work cooperatively with others, individually and in teams
- Knowledge of and ability to use Board of Education policies, procedures and regulations

**QUALIFICATIONS**

- High School diploma or equivalent plus additional relevant course work
- Five years minimum, experience as executive level secretary
- Proficiency in MS Office Suite, especially EXCEL, PowerPoint, and Word

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the executive responsible for department.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

## Administrative Specialist (Benefits)

## SUMMARY OF FUNCTION

Provides administrative and benefits support to ensure efficient and effective operation of the Benefits department on a daily basis.

## ESSENTIAL JOB FUNCTIONS

- Customer Service: Answer phone calls and e-mails regarding Employee Benefits questions: insurance plans, premiums, 125 flex plan, LOA, FMLA, retirement, student eligibility, qualifying events and wellness program
- Assemble new employee packets and prepares for distribution
- Works closely with Human Resources to ensure they receive up to date benefit packets and are aware of any changes to benefit procedures.
- Assist employees regarding information of benefits and completion of new employee benefit packets
- Process data entry of new hire benefit paperwork in PeopleSoft
- Complete and submit adjustment forms on employees for payroll regarding charges and refunds of insurance premiums
- Manage EXCEL spreadsheet for 9 month employee for refund and collection of premiums
- Scan and create new files for employee utilizing paper vision
- Maintain employee files by scanning all updated material accurately through paper vision
- Schedule and process all employees' plan changes in PeopleSoft
- Draft and send letters to all LOA, FMLA, disability, retirement
- Complete reconciliation report for medical provider regarding employee and dependent eligibility
- Manage PeopleSoft, letters, and follow up for all student eligibility age 26
- Resolve problems regarding employee insurance plans and ineligibility
  - oCommunicates to appropriate Providers: Medical, Dental, Vision, COBRA and 125 Flexible Spending
  - oFollow up on resolution to all parties involved
- Manually input plan changes for inactive employees: retirees, LOA, and FMLA
- Enroll inactive employees in benefits billing
- Run Deposits for inactive employees weekly and balance monthly
- Manages the cash receipts receipting system for all inactive employees, retirees, leaves, COBRA and FMLA.
- Post premium payments for inactive employees
- Maintain all previous COBRA records: letters, date sent, no response letters and terminations
- Report terminations, disability retirement and student eligibility to Discovery Benefits COBRA portal
- Pull termination report of employee's terms, LOA, FMLA
- Archive all termed and retired employee files
- Assembles, and edits Health and Wellness Newsletters
- Schedules and manages distribution
- Translates articles, letters and issues from complex benefit language into understandable language for employees
- Supports on online open enrollment completion

## OTHER DUTIES

- Performs related work as required

## KNOWLEDGE, ABILITIES AND SKILLS

- Work independently at a consistently high level of performance
- Work with and process highly confidential information
- Produce, edit and distribute information using MS Office Suite, email, and the internet
- Possess a professional manner and appearance
- Demonstrate skills in organization, customer service, conflict management,

JOB TITLE

JOB DESCRIPTION

- oral and written communication skills
- Knowledge of modern office practices and operation of standard office appliances, including computers, scanners and copy machines.
  - Knowledge of Colorado Springs School District 11's Benefits programs
  - Ability to use standard database, spreadsheets and word processing software effectively
  - Ability to perform general office clerical work quickly and efficiently

QUALIFICATIONS

- High School diploma or equivalent
- 3-5 years clerical experience
- 1-3 years benefits experience
- Proficiency in MS Office Suite, especially EXCEL, PowerPoint, Publisher, and Word
- PeopleSoft experience preferred, but not required

ORGANIZATIONAL RELATIONSHIPS

Reports to Benefits Manager

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach and hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

**JOB TITLE****JOB DESCRIPTION**

Administrative Specialist (Bus & Lic Specialist)

**SUMMARY OF FUNCTION**

The Business and License Specialist performs a wide range of sophisticated tasks that include bookkeeping, accounting, reconciliation and procurement functions. S/he is responsible for tracking and monitoring all software and related licenses, developing and monitoring a database that will assure District compliance with all state and federal licensure and copyright laws for all software that is in use in the District, as well as interpretation of software licenses; and monitoring through the use of technology systems, district wide.

**ESSENTIAL JOB FUNCTIONS**

- Performs usual and customary bookkeeping functions for all departmental revenue and expenditure accounts
- Develops and modifies accounting procedures and supporting methods to ensure compliance with generally accepted accounting principles, board policy and administrative regulations
- Serves as liaison between LRS/IT and schools, as well as other divisions and/or departments as assigned
- Maintains an archived file of all software and software licenses that are in use in the district
- Maintains an archived file of all Open Select software that is in use in the district
- Performs ad hoc projects and assignments as assigned

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to analyze and understand software licenses
- Knowledge of state and federal copyright laws
- Knowledge of bookkeeping principles and practices as applied to public school accounting
- Ability to analyze accounting data and prepare financial reports
- Ability to use spreadsheet and database software effectively
- Ability to communicate effectively in writing and orally
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- Demonstrated knowledge of federal/state copyright laws
- Demonstrated knowledge of computerized bookkeeping
- Demonstrated knowledge of personal computer spreadsheet/database software
- Demonstrated knowledge of PeopleSoft
- Experience in working with the district community, including the vendor community

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Director of Learning Resource Services.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt

**JOB TITLE****JOB DESCRIPTION**

Administrative Specialist (Data Support) SPED

**SUMMARY OF FUNCTION**

Collects, organizes and reviews data necessary for the preparation of State and Federal reports in the area of Special Education. These reports include, but are not limited to: the December Student Count; the Special Education Discipline Report; the End of Year Report; and various student information reports requested by staff. Works with the Colorado Department of Education and all District stakeholders to assure all Special Education data is gathered and compiled in a timely manner in order to meet all the State and Federal reporting expectations. .Works with the Executive Director of Special Education to assure all data management functions in the Special Education office are aligned with an effective and efficient use of resources.

**ESSENTIAL JOB FUNCTIONS**

- Compiles and reviews special education data in order to provide accurate reports in a timely manner.
- Works with District staff in Human Resources, Discipline Office, EDSS, and IT to assure all required data elements are available and accurate for all state and federal reports.
- Works with CDE and District staff to facilitate the smooth implementation of the Data Pipeline with regards to all Special Education data.
- Reviews special education data for errors or discrepancies and resolves any data related issues.
- Works with Medicaid Coordinator to assure all data required for Medicaid billing is available to substantiate billing process.
- Works with the Executive Director of Special Education to oversee the work of Special Education office staff to assure data is effectively gathered and available for reporting purposes.
- Coordinates and manages data regarding students in out-of-district placements to assure accurate reporting.
- Manages/Coordinates the flow of information in the Special Education Office to assure necessary data is available to make decisions when needed.
- Organizes and manages work expectation to assure timely and efficient production of reports.
- Maintains the Special Education SharePoint site to assure all data on site is up-to-date and accurate.
- Responds to user questions and inquiries regarding data and reporting.
- Assists and trains users in data system related questions, operation and problems.
- Suggests methods for maintaining/improving quality of data collection systems.
- Provides telephone support to and interacts directly with district and state administrative staff to problem solve issues as they arise.

**OTHER DUTIES**

Performs other related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

Excellent time management, communications, decision making and trouble shooting skills.

Proficient in Microsoft Access, Excel, the state's Data Pipeline, the District's Student information System and the District's Computerized IEP system.

Knowledge of modern office practices and operation of standard office appliances, including desktop computers and copy machines.

Ability to operate keyboard devices at moderate speed.

Ability to provide user assistance within areas of capability.

Ability to communicate effectively both orally and in writing with technical and non-technical audiences.

Ability to work cooperatively with others.

JOB TITLE

JOB DESCRIPTION

Ability to keep abreast of developments in the field.

QUALIFICATIONS

High School Diploma or equivalent.  
Two years of experience with computer systems.  
Knowledge of Special Education.

ORGANIZATIONAL RELATIONSHIPS

Reports to the Executive Director of Special Education

WORKING CONDITIONS

Some work is performed in a typical office environment; other parts of work may involve travel to school sites and interaction both on-site and by phone with school personnel. Additionally occasionally work will be performed in a warehouse environment.

PHYSICAL DEMANDS

This work is alternately sedentary with occasional and extended periods of physical activity, and is performed in office, school building. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

WORK YEAR

260 days

Administrative Specialist  
Compensation - HR

### **SUMMARY OF FUNCTION**

The Compensation Admin Specialist performs a wide range of sophisticated tasks to support efficiency and effective operations for the Human Resources Department. This position is highly involved in licensing verification, data entry, recruitment, compensation, retirement, and the Colorado Department of Education annual report. This position reports to the Director of Compensation.

### **ESSENTIAL JOB FUNCTIONS**

- ? Assist the Director of Compensation with compensation data and the maintenance of District salary schedules.
- ? Completes compensation offers for new, rehired, and promoted employees.
- ? Oversees process of and assumes responsibility for timely and accurate completion of office functions?
- ? Oversees the Colorado Department of Education Annual report as it relates to licensing verification and other required information as required by the Colorado Department of Education
- ? Prepares correspondence using Microsoft Office applications.
- ? Directs the processing of compensation paperwork.
- ? Responds to HR inquiries from office visitors, schools, other departments, outside agencies, and the public.
- ? May interpret District policies and procedures as it pertains to Human Resources and Compensation
- ? Audits personnel files including education and seniority inquires.
- ? Responsible for the creation of educator identification numbers and other CDE data
- ? Preparing personnel board recommendations for upcoming Board of Education meetings.
- ? Updates documents for the retirement program and compiles contracts and other required retirement information
- ? Responds and meets with individual employees regarding retirement questions.
- ? Oversees the education increment process and any other CDE data
- ? Completes data entry and uploads documents into Papervision for personnel files.
- ? Assists with job descriptions
- ? Attends recruitment meetings as necessary
- ? Supports the Director of Compensation with across-the-board salary increases
- ? Responsible for the stipend portal. Including any entry and training that may be needed.
- ? Manages Charter Schools and POI requests.
- ? Provides training to Charter Schools to accurately complete their CDE report.
- ? Ensures the District's hiring practices meet the Equal Employment Opportunity Act
- ? Acts as back up to the Director of Compensation upon an absence or leave of absence.
- ? Serve and participate on interview committees to include question development to ensure diversity.
- ? Review & evaluate the hiring practices of human resources and compensation to be responsive to the needs of a consistent diverse workforce.

### **OTHER DUTIES**

- Performs related work as required

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of office practices and operations to include computer applications and general office equipment

JOB TITLE

JOB DESCRIPTION

- Ability to use and integrate technology
- Ability to work with confidential information
- Ability to understand and apply standard database, spreadsheet and word processing software applications
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to operate keyboard devices at a moderate speed; ability to use e-mail
- Knowledge of payroll processing and/or standard accounts maintenance procedures

**QUALIFICATIONS**

- High School Diploma
- Minimum three years of clerical/bookkeeping/accounting/Human Resources experience preferred or equivalent relevant college experience.

THIS POSITION MAY INCLUDE THE FOLLOWING:

- Maintenance of strict confidentiality regarding employee leave process and benefits provided.
- Be an integral part of the PeopleSoft upgrade during school year 2014-2015 with HR and other departments (i.e. collaborate with Payroll, Benefits and IT to include problem solving, automation, and system testing).
- Be accurate and quick in arithmetic calculations

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Compensation

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

**WORK YEAR**

260 Days

Administrative Specialist/TAP

**SUMMARY OF JOB DESCRIPTION**

The Administrative Specialist will be responsible for providing administrative and technical support to ensure the professional and effective operation of the System for Teacher and Student Advancement (TAP). This person will support the TAP Project Director and Team in addition to the School Leadership Teams in the implementation of TAP.

**ESSENTIAL JOB FUNCTIONS**

- General correspondence and clerical work for TAP (i.e., routine correspondence, scheduling meetings, confirmation of appointments, reimbursement forms, review of "Extra Duty" forms, travel requisitions, etc.)
- Posts and maintains web based information for TAP
- Facilitates purchases order process including input of orders, placing orders, maintaining a ledger of requisitions and monitoring purchase requisition and (VISA) Purchasing Cards for the TAP System
- Coordinates arrangements for TAP System Reviews including, but not limited to confirming consultants, locations, equipment needed, and meeting arrangements
- Produces and distributes communications related to the TAP System (i.e., preparing minutes and agendas, implementation of Action Plans, etc.)
- Prepares specific correspondence related to the TAP System and report to TAP Project Director, National Institute for Excellence in Teaching (NIET) and others
- Processes, manages and monitors all required documentation related to The Teacher Incentive Fund Grant (TIF) and TAP
- Assists schools in the operation of the Comprehensive Online Data Entry System (CODE)
- Works on specialized administrative projects and requests
- Compiles, examines and prepares confidential information and or legal documentation
- Acts as accounts payable for TIF expenditures and documents as needed
- Coordinates materials in preparation for informational presentations
- Prepares drafts, edits and finalizes supplemental informational materials including collating, organizing and producing materials
- Maintains files according to established procedures
- Responds and attempts to resolve problems, customer complaints and other issues in a positive manner
- Maintains schedules and administratively supports the mission of the department
- Responds to unexpected and emergency situations professionally

**KNOWLEDGE, ABILITIES AND SKILLS**

- Works independently at a consistently high level of performance
- Works with, process, and maintain all confidential information
- Self-starter who follows through until task or project is completed
- Produces, edits, and distributes information
- Fosters and manages changes and actively promote growth of the organization
- Possesses a professional manner and appearance
- Demonstrates skills in organization, customer service, conflict management, oral and written communication
- Ability to work cooperatively with others, individually and in teams
- Knowledge of and ability to use Board of Education policies, procedures and regulations

**OTHER DUTIES**

- Performs related duties as required

JOB TITLE

JOB DESCRIPTION

QUALIFICATIONS

- High School diploma or equivalent, plus additional relevant course work
- Five years minimum experience as executive level secretary
- Proficiency in MS Office Suite, especially EXCEL, PowerPoint, and Word
- At least two years working with district acquired grants

ORGANIZATIONAL RELATIONSHIPS

Reports to the TAP Project Director

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS Nonexempt

WORK YEAR 260 days

Adult &amp; Family Education ESL Instructor

**SUMMARY OF FUNCTION**

The role of the Adult and Family Education ESL Instructor is to provide classroom instruction to adults learning English. The teacher provides whole group instruction in English to adult learners who are multicultural and multilingual. Though most classes are leveled, the instructor should plan for and anticipate a wide range of levels considering speaking, listening, reading, and writing skills. Differentiating instruction for adult learners is essential in this role. Lesson planning using standards, objectives, benchmarks, and progress monitoring is expected utilizing resources and curriculum designed for adult learners. This teaching role requires a collaboration with team members. Teachers meet to support each other with vertical and horizontal alignment. Teachers meet in Professional Learning Communities, Department Meetings, and Professional Development. Vital to this role are personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality, is open to learning from others, has a growth mindset and is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps, and prepare diverse student populations for post-secondary and workforce success. Effective Teachers facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because Effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

**ESSENTIAL JOB FUNCTIONS**

Knows and implements instructional content standards and benchmarks (goals and objectives).

Provides effective instructional strategies and activities for all students in the classroom.

Prepares for classes assigned and shows written evidence of preparation upon request of the principal or designated school leader.

Encourages students to set goals and maintain standards of appropriate classroom behavior.

Plans for a program of study that meets the individual needs, interests, and abilities of the adult students.

Assesses the growth and accomplishments of students and provides reports on progress.

Maintains accurate, complete and correct records as required by law, district policy, and Grant assurances utilizing online data systems.

Participates in all Department Meetings, PLCs, Department Meetings, and Professional Development training.

Utilizes technology for instruction, assessment, communication, and program logistics.

Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance.

Makes every student feel noticed, welcomed, and valued.

#### **OTHER DUTIES**

Performs related work as required.

#### **KNOWLEDGE, ABILITIES, AND SKILLS**

Knowledge of adult learning theory.

Experience with second language learning.

Understands and demonstrates classroom management/instructional strategies to support student achievement.

Integrates technology skills to support student learning and student data tracking.

Knowledge of subject areas, curriculum, and standards-based education.

Understands special education as applied to the needs of the students assigned to the teacher's particular area/classroom.

Possesses ability to communicate effectively and resolve conflict with students, parents, and community members.

Demonstrates good organization and communication skills.

Keeps professionally current.

#### **QUALIFICATIONS**

Active Colorado Teaching License, required.

Endorsement in Linguistically Diverse Education, Masters in TESOL or related field, Adult Basic Education Authorization, preferred.

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Director/Principal of Adult and Family Education.

#### **WORKING CONDITIONS**

Flexible and split schedules; extended school year (summer); days and evenings; typical class periods: Monday-Thursday 9:00 am-12:00 pm / 5:30 pm to 8:30 pm.

**JOB TITLE**

**JOB DESCRIPTION**

**REPORTS TO**

Adult and Family Education

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. Work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

Adult Basic/Adult Secondary Teacher

**SUMMARY OF FUNCTION**

Responsible for implementation of ABE and/or ASE curriculum

**ESSENTIAL JOB FUNCTIONS**

- Insure correct initial student placement for appropriate instruction
- Instruct students in academic curriculum as based on individual skill assessment and need
- Plan in writing for daily outcomes which correlate to long range curriculum goals
- Supervise students individually or in groups as necessary with an emphasis on individual learning styles and ability to progress
- Develop a student education plan with each student to set individual goals
- Maintain individual student records to include attendance, student educational plans, initial tests, and work samples
- Maintain data collection on STR (Student Tracking Record)
- Complete reports in a timely manner
- Participate in staff meetings, PLC's, and teacher training sessions as designated by the program director or the ABE/ASE specialist
- Inform the ABE/GED specialist of needed materials and supplies
- Use the staff notebook as a resource on program information, curriculum, and goals and objectives

**OTHER DUTIES**

- Other duties as assigned

**QUALIFICATIONS**

- Current Colorado Teaching License
- Previous teaching experience in ABE/ASE education or related fields
- Literacy Instruction Authorization - preferred

**ORGANIZATIONAL RELATIONSHIP**

Responsible to the program director and the ABE/ASE specialist

Work YEAR

185 Days

Alternative School Assistant Principal

**SUMMARY OF FUNCTION**

Assists the principal in using innovative and adaptive strategies to empower each student to succeed academically and behaviorally. Assists the principal in the overall administration of school functions. Assists in staff development, evaluations, discipline, budgeting, and daily school administration. Responsibilities in assessing needs, data collection and analysis, and designing programs to increase student achievement.

**ESSENTIAL JOB FUNCTIONS**

- Conducts teacher evaluations and assists in developing instructional goals to increase student achievement and professional growth of all employees
- Directs the implementation of the school discipline model
- Assists principal and staff in curriculum and staff development and in coordinating and implementing special projects
- Maintains contact and collaborates with students, parents, and staff to ensure a safe and productive learning environment of continuous improvement
- Counsels students, staff, and parents as needed and responds to student problems/crises
- Supervises daily student and staff activities, classrooms, lunchroom, hallways, campus grounds, play periods, assemblies, field trips, and various student activities
- Represents school in outside activities
- Serves on district committees and community groups. Attends/supervises extracurricular student activities and functions
- Represents school in outside activities
- Serves on district committees and community groups
- Attends/supervises extracurricular student activities and functions
- Assists principal with managing school facilities and developing disaster, safety, crisis and evacuation plans
- Promotes building security
- Assists principal in monitoring budgets and allocating internal funds that are aligned with the District's Business Plan and School Improvement Plan
- Acts in place of principal in his or her absence

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of special education Individual Education Plan (IEP) process and Severely Impaired Emotionally Disturbed (SIED) students, writing and monitoring of 504 plans
- Understands and demonstrates classroom management/instructional strategies to increase student achievement, as evidenced by results
- Knowledge of subject areas, curriculum alignment, standards-based education, technology, and continuous improvement model
- Knowledge of technology as an educational tool for data collection and analysis to drive instruction
- Ability to use database, spreadsheet, and word processing software
- Knowledge of the general organization and functions of a public school system
- Knowledge of public school laws, rules, and regulations
- Ability to communicate effectively and mediate conflicts with students, staff, parents, and community groups
- Ability to provide leadership to school staff, students, parents, and the community
- Ability to evaluate and supervise professional and support staff for continuous growth to increase student achievement
- Strong organizational and time management skills
- Demonstrates professional growth to increase student achievement

JOB TITLE

JOB DESCRIPTION

**OTHER DUTIES**

- Performs related duties as required

**QUALIFICATIONS**

- Master's degree in education or education-related field
- Colorado Initial or Professional School Principal License required
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position)

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Principal
- Supervises school staff
- Interacts with and focuses on students and customers

**WORKING CONDITIONS**

Works is performed in a typical office environment located within a school setting.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Application Support Supervisor

**SUMMARY OF FUNCTION**

Supervises, coordinates, and evaluates the applications support services area personnel and processes. Evaluate user requirements, customer needs, and processes for Administrative, Instructional, and Assessment applications. Make recommendations regarding the improvement of applications, procedures, and integration of the above systems. Assist in the decision process of application acquisitions for the district for both administrative, assessment, and instructional systems. Assist in the development, supervision, and implementation of in house training.

**ESSENTIAL JOB FUNCTIONS**

- Provides supervision to the application support services area
- Supports staff with related administrative and applications information
- Monitors and evaluates the effectiveness of the application support services group
- Provides leadership and consulting support for the integration of technology into the districts educational, administrative, and Information Services communities
- Meets with users to determine issues, problems, and requirements
- Analyzes user input, prioritizes user requirements, and makes recommendations as to procedural and application enhancements
- Participates and assists in design reviews for proposed user enhancements
- Evaluates impact of software modifications and enhancements on current systems and user requirements
- Documents new or modified application systems including operational procedures, data requirements and reports
- Makes suggestions and evaluates application acquisitions for both the district's administrative and instructional systems
- Analyzes application integration with current system and determines impact of applications as related to technical support and maintenance
- Supports system users by analyzing software malfunctions, troubleshoots system, determines solutions, and initiates needed corrective procedures
- Coordinates with district users to insure final product has been tested and meets user needs
- Develops, supervises and supports administrative application training to district staff

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, SKILLS, AND ABILITIES**

- Knowledge of Student Information Systems, Assessment, and Instructional applications
- Knowledge of Sequel Server and Database Management Systems
- Ability to direct the development and acquisition of applications programs
- Ability to provide technical and related support for applications
- Ability to supervise technical, and support staff
- Ability to work cooperatively with individuals, teams, committees, and user groups
- Ability to keep abreast of changes in the technology field
- Excellent oral and written communication skills

**QUALIFICATIONS**

- Bachelor's Degree in Information Systems or related field, and/or equivalent work experience
- Experience in analyzing information systems and related user needs
- Experience in requirements definition and front end design of various applications

JOB TITLE

JOB DESCRIPTION

- Experience in the development and management of service oriented personnel
- Experience in support and training within the applications environment

ORGANIZATIONAL RELATIONSHIP

Reports to Director of Management Information Systems.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260

Apprentice - Teacher

**SUMMARY OF FUNCTION**

The Apprentice Teacher role is designed for individuals who aspire to become highly effective educators by gaining hands-on experience under the guidance of a Master Teacher. This one- to two-year apprenticeship provides a structured, immersive pathway into the teaching profession, equipping candidates with the skills and knowledge needed to lead a classroom successfully. Apprentice Teachers will gradually take on increasing instructional responsibilities, participate in structured coaching, and engage in professional development. Through guided mentorship, classroom experience, and instructional training, apprentices will develop strong classroom management techniques, lesson planning, delivery, and assessment. By the end of the program, successful candidates will be fully prepared to transition into an independent teaching role.

**ESSENTIAL JOB FUNCTIONS**

- Demonstrate continual progress toward mastery of teaching competencies as outlined in the apprenticeship framework.
- Assist in implementing curriculum by co-planning lessons, delivering instruction, analyzing student work, and assessing student progress.
- Engage with students in active learning, gradually increasing instructional responsibilities with mentor teacher guidance.
- Incorporate feedback from the Master Teacher and instructional coach to improve teaching practices.
- Help maintain a safe, inclusive, and student-centered learning environment.
- Support the implementation of research based classroom management strategies.
- Follow guidance of Master Teacher to ensure instructional methods meet diverse student needs, including accommodations for students with IEPs and 504 plans.
- Utilize data to support student learning and adjust instructional strategies accordingly.
- Participate in structured coaching, professional development, and reflective practice sessions.
- Work with the mentor teacher to develop and practice communication with families in alignment with school expectations.
- Engage in peer observations and discussions to learn from experienced educators.
- Collaborate with school staff and leadership to contribute to a positive and mission-aligned school culture.

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Reflective thinker with a growth mindset
- Strong time management skills; ability to manage multiple tasks simultaneously and meet tight deadlines
- Strong organizational skills, communication skills and problem solving skills
- Self-motivated, team player and accountable
- Flexibility within daily responsibilities

**QUALIFICATIONS**

- Must enroll in or be currently enrolled in coursework with an accredited teaching program, leading to Colorado teacher certification and completed coursework.
- Prior experience working in schools is preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the building principal

**WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

	<p>The work is performed in a typical office environment and in school classrooms.</p> <p><b>PHYSICAL DEMANDS</b> The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects and use fingers to operate computer keyboard. The work requires the ability to speak normally and to use normal or aided vision and hearing.</p> <p><b>FLSA STATUS</b> Non-exempt</p> <p><b>WORK YEAR</b> 187 Days</p>
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<p>Apprentice Construction</p>	<p>SUMMARY OF FUNCTION Performs general construction or painting activities for the district. ESSENTIAL JOB FUNCTIONS •Performs general carpentry •Performs general construction and rough-in work as needed •Paints facilities and related surfaces •Strips and refinishes wood surfaces as needed •Performs repair work to district facilities •Gathers materials and tools needed for jobs •Maintains and cleans tools following use •Cooperates with other trades as assigned OTHER DUTIES •Performs related duties as assigned KNOWLEDGE, ABILITIES AND SKILLS •Basic knowledge of the carpentry trade •Basic knowledge of the painting trade •General knowledge of hand and power tools •Ability to communicate effectively •Ability to work cooperatively and effectively with others •Basic skill in using the tools, equipment and materials of the trade QUALIFICATIONS •High School diploma or equivalent •Apprenticeship in the painting trade •Two years of generic carpentry, painting or masonry experience •Valid driver’s license ORGANIZATIONAL RELATIONSHIPS Reports to Construction Shop Supervisor WORKING CONDITIONS The work is performed on job sites. PHYSICAL DEMANDS The work is regularly active with periods of heavy exertion. Typical positions require workers to work or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors. FLSA STATUS Nonexempt</p>
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JOB TITLE

JOB DESCRIPTION

Apprentice Electrician

SUMMARY OF FUNCTION

Maintains and repairs, all electrical systems in district facilities in accordance with safety standards of the National Electric Code and State Electrical board under the supervision of a master or journeyman electrician.

ESSENTIAL JOB FUNCTIONS

- Identifies existing and future electrical problems and potential hazards
- Performs preventative maintenance
- Removes and replaces outdated wiring and equipment including breaker panels and wiring devices
- Installs new or repairs light fixtures, switches, photo cells and time clocks for security lighting, regular lighting and emergency/exit lighting
- Installs and expands electrical distributing systems in specialized classroom and support areas such as computer labs, industrial arts, and science labs, lounges, offices, school kitchens and student stores
- Stocks and maintains electrical truck with equipment tools and supplies
- Maintains tools in excellent working condition
- Responds to emergencies dealing with power outages, short circuits and disabled equipment
- Analyzes problems, plans for safe repair and acquires necessary materials and repairs the breakdown
- Trouble shoots electric motors that operate plumbing, heating ventilating and air conditioning equipment
- Adds electrical outlets for user convenience and new equipment
- Coordinates remodeling projects and specifications for other trades
- Maintains industrial arts and vocational training shop equipment
- Cooperates with other trades as a team member

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the electrician trade
- Knowledge of applicable building and electrical codes
- Ability to perform skilled electrician work
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent
- Valid Colorado driver's license with good driving record
- Colorado State two year residential wireman's license
- Obtain electrical journeyman license within three years
- Obtain CDL within one year

ORGANIZATIONAL RELATIONSHIPS

Reports to Electrical Supervisor

WORKING CONDITIONS

The work is performed on job sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to work or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and

JOB TITLE

JOB DESCRIPTION

hearing, and to detect odors.

FLSA STATUS  
Nonexempt

Area Custodial Supervisor

**SUMMARY OF FUNCTION**

Supervises all Building Managers in the assigned cluster/area. Provides the necessary oversight and support to the locations in the assigned cluster/area. Communicates with principals and coordinates as needed.

**ESSENTIAL JOB FUNCTIONS**

- Supports Building Managers in assigned area to provide the level of support needed.
- Supports Building Managers with personnel issues that may occur, with support from school administration and HR.
- Walks the school/grounds with the Building Managers to verify cleanliness and address any issues they might have to maintain district standards.
- Review all cleaning chemicals and cleaning supplies for proper quantities and usage.
- Maintain documentation of supply inventories with Building Manager.
- Maintain and monitor condition of equipment.
- Oversee school custodial budgets.
- Complete bi-annual budget reviews and summer planning for school cleaning.
- Review any upcoming events at the school.
- Review all upcoming rentals that will be at the school, to verify custodial staffing availability.
- Understanding of snow removal at all assigned locations, both building and grounds area requirements with the ability to use required equipment.
- Fill in for a school Building Managers at any given time i.e. Cover illness, vacation, etc.
- Knowledge of daily operations at each location assigned (K-12).
- Conducts hands on, side by side training activities with Building Managers and Building Technicians.
- Work with a broad variety of software.
- Knowledge of building and grounds operations and maintenance.
- Must possess or be eligible to obtain a Certified Pool Operator (CPO) certificate within 6 months of employment.
- Skill using all tools, equipment and materials of the trade.
- May drive to various locations in and out of district.
- Performs other duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Working understanding of custodial practices, techniques, supplies, materials, and equipment.
- Strong computer skills in standard software packages.
- Ability to work cooperatively with others as a team member.
- Ability to work independently with little or no direct supervision.
- Ability to work alternating schedules: early AM, day, PM as the situation and circumstances dictate.
- Ability to communicate effectively with staff and administration on a daily basis.
- Ability to direct building operations at each location assigned.
- Ability to read and understand SDS sheets, work orders, invoices, blueprints.
- Ability to submit a detailed work order to coordinate scheduled repairs with Facilities.

**OTHER DUTIES**

- Performs related work as required

**QUALIFICATIONS**

- High School diploma or equivalent.

JOB TITLE

JOB DESCRIPTION

- 8 years of experience in all phases of building maintenance and repair is preferred.
- 8 years of experience supervising custodial/maintenance operations is preferred.
- Current valid driver's license with good driving record.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Custodial Foreman – Inspector

**WORKING CONDITIONS**

- The work is primarily performed on school sites and some office settings.

**PHYSICAL DEMANDS**

- The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS**

Non-exempt

Area Instructional Coach

**SUMMARY OF FUNCTION**

The primary function of the Area Instructional Coach is to coach and consult with administrative and school staff to provide job-embedded professional development, build organizational capacity in areas of instruction, curriculum, and assessment, and to serve as a liaison to the Curriculum and Instruction Department. This role is responsive to the instructional needs of the area assigned. This position reports directly to the Area Superintendent.

**ESSENTIAL JOB FUNCTIONS**

- Coordinates with the Director of Curriculum and Instruction on the District's approach to coaching and supporting TLC's and other teacher leaders around best instructional practices and data analysis.
- In coordination with the building principal and TLC/department chairs, supports implementation of strategies to meet One Plan goals specific to growth groups.
- Provides peer assistance and coaching toward meeting teachers' goals to grow in knowledge and effectiveness in all content areas and working with all types of students.
- Provides staff with structures, professional development, and feedback that supports teaching and learning cycles.
- Provides facilitation and guidance in partnership with Curriculum and Instruction for District instructional initiatives.
- Provides support to staff in formatively assessing and monitoring student growth, in interpreting individual and class growth trends, and in determining effective Best First Instruction (BFI), intervention techniques, differentiation, and Tier 2 & 3 intervention strategies to increase student growth.
- Attends building Professional Learning Community (PLC) meetings to support teachers in the PLC process and in the identification of strategies to meet student needs.
- Provides visit reports to the Area Superintendent on a regular basis for all assigned schools.
- Demonstrates an ongoing willingness to enhance and further their own professional training, knowledge, and expertise through the Curriculum and Instruction Department trainings/in-services/meetings and external professional opportunities within content related to effective instruction, all curriculum/content areas, professional coaching, and student performance.
- Supports teachers and PLC's in designing effective module and lesson plans.

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to develop ongoing trusting relationships with staff.
- Skills in meeting the challenges of adult learners.
- Ability to work through and manage resistance to change.
- Collaborative, team-oriented attitudes.
- Ability to be a risk taker and possibility thinker.
- Knowledge of all content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems.
- Successful experience using various teaching strategies/approaches with students from a variety of backgrounds and experiences.
- Ability to engage staff in reflective, self-inquiry processes to improve practice.
- Ability in and knowledge of data management systems to include the ability to provide ongoing coaching on effective use of the data systems for improved instruction and leading to improved student performance.
- Ability to provide training and coaching for staff K-12 in effective research-

JOB TITLE

JOB DESCRIPTION

based and district approved instructional strategies in all content areas.

- Strong organization, communication, and facilitation skills.
- Strong working knowledge of the MTSS framework.

Strong working knowledge of Professional Learning Communities structures and processes.

QUALIFICATIONS

5+ years of highly effective classroom experience.  
Experience working with children from a variety of backgrounds and experiences.  
Master's degree with current Colorado teacher licensure.  
Successful experience in working with adults in the areas of professional training and staff development.

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Area Superintendent.  
Actively partners with the Curriculum and Instruction Department to further the District's essential actions and to eradicate school-based disparities.  
Participates in Curriculum and Instruction Department-led professional development sessions and information sessions as scheduled.

WORKING CONDITIONS

The work is performed in a typical office environment and in school classrooms.  
Flexibility in the daily work schedule is required.  
Summer training is required. DUTIES NOT TO INCLUDE: Performing Type D license duties specifically those generally assigned to assistant principals and principals.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects and use fingers to operate computer keyboard. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

187 Days

JOB TITLE

JOB DESCRIPTION

Area Literacy Instruct Teaching and Learning Coach

SUMMARY OF FUNCTION

The function of the Area Literacy Instructional Teaching and Learning Coach is to provide coaching and support on district-approved materials; modeling and training on research-based instructional strategies, purposeful planning for learning, engaging and rigorous instructional methodologies, and data-based instructional decision-making

ESSENTIAL JOB FUNCTIONS

- Collaborate with the content facilitators and building Teaching and Learning Coaches (TLCs) and principals to ensure that best practices in classroom instruction and assessment are implemented throughout the district consistently
- Support standards implementation, curriculum overviews, unit/module plans and high impact instructional strategies for literacy
- Provide ongoing professional development related to Colorado Academic Standards and best practices for standards mastery
- Coordinate and collaborate with all school-based instructional coaches to meet all school and district improvement and/or action plans focused on instructional goals
- Assist in school-level PLC teams as needed for collaborative, reflective instructional decision-making
- Assist in the maintenance the district's online instructional-specific tools and resources within all platforms and websites
- Follow and implement all Curriculum and Instruction department-wide expectations and procedures
- Provide coaching and strategies for student-centered learning
- Assist teachers with interpreting and using data from a body of evidence to make informed instructional decisions
- Remain informed through professional reading, resources and research to guide instructional practices, coaching and professional development of teachers

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OTHER DUTIES

- Serves as team representative in collaborative workgroups and projects
- Performs related work as assigned
- 

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of educational pedagogy to include strong Tier I Best, First Instruction strategies combined with effective differentiation strategies to meet a variety of student needs
- Ability to extend, apply and transfer highly effective instructional strategies using district approved curricular materials
- Demonstrate literacy expertise to include deep understanding of the Colorado Academic Standards in RWC
- Demonstrate effective internal and external communication verbally and in writing
- Ability to work cooperatively with others
- Extensive training and/or experience in comprehensive reading, writing, and communicating and disciplinary literacy connections in all subjects (literacy, science, social studies, arts etc.)
- Demonstrated abilities in establishing and maintaining trust
- Demonstrate knowledge of MTSS (to include RtI and PBIS) and PLC processes
- Excellent facilitation, presentation and coaching skills for adult professional development

JOB TITLE

JOB DESCRIPTION

- 
- **QUALIFICATIONS**
- Must possess, or be eligible for, current Colorado (CDE) teacher licensure
- Must have five or more years of proven, successful classroom teaching experience
- Instructional leadership experience (teacher leader, department chair and/or school administration)
- Prefer Master’s degree in Instruction & Curriculum
- Prefer successful experience in working with adults in coaching/professional development contexts
- Prefer certifications such as International Baccalaureate, National Board for Professional Teaching

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- **ORGANIZATIONAL RELATIONSHIPS**
- Reports to Executive Director of Curriculum and Instruction or qualified designee
- Instructional content specialists are evaluated by Executive Director of Curriculum and Instruction or qualified designee with input from content facilitators and building principals
- Works collaboratively with content facilitators, and all school and district-wide coaching personnel

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- **WORKING CONDITIONS**
- The work is performed in a typical school or office environment
- Flexibility in daily work schedule is required

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- **PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer, keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal and or aided vision and hearing, and to detect others.

**FLSA STATUS**  
Exempt

**WORK YEAR**  
187 Days

**WORK YEAR**  
187 Days

**JOB TITLE****JOB DESCRIPTION**

Area Math Instruct Teaching and Learning Coach

**SUMMARY OF FUNCTION**

The function of the Area Mathematics Instructional Teaching and Learning Coach is to provide coaching and support on district-approved materials; modeling and training on research-based instructional strategies, purposeful planning for learning, engaging and rigorous instructional methodologies, and data-based instructional decision-making

**ESSENTIAL JOB FUNCTIONS**

- Collaborate with the content facilitators and building Teaching and Learning Coaches (TLCs) and principals to ensure that best practices in classroom instruction and assessment are implemented throughout the district consistently
- Support standards implementation, curriculum overviews, unit/module plans and high impact instructional strategies for mathematics literacy
- Provide ongoing professional development related to Colorado Academic Standards and best practices for standards mastery
- Coordinate and collaborate with all school-based instructional coaches to meet all school and district improvement and/or action plans focused on instructional goals
- Assist in school-level PLC teams as needed for collaborative, reflective instructional decision-making
- Assist in the maintenance the district's online instructional-specific tools and resources within all platforms and websites
- Follow and implement all Curriculum and Instruction department-wide expectations and procedures
- Provide coaching and strategies for student-centered learning
- Assist teachers with interpreting and using data from a body of evidence to make informed instructional decisions
- Remain informed through professional reading, resources and research to guide instructional practices, coaching and professional development of teachers

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**OTHER DUTIES**

- Serves as team representative in collaborative workgroups and projects
- Performs related work as assigned
- 

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of educational pedagogy to include strong Tier I Best, First Instruction strategies combined with effective differentiation strategies to meet a variety of student needs
- Ability to extend, apply and transfer highly effective instructional strategies using district approved curricular materials
- Demonstrate mathematics expertise to include deep understanding of the Colorado Academic Standards in Mathematics and the eight Standards of Mathematical Practice
- Demonstrate effective internal and external communication verbally and in writing
- Ability to work cooperatively with others
- Extensive training and/or experience in comprehensive mathematics literacy and mathematics disciplinary literacy connections in all subjects (literacy, science, social studies, arts etc.)
- Demonstrated abilities in establishing and maintaining trust
- Demonstrate knowledge of MTSS (to include RtI and PBIS) and PLC processes
- Excellent facilitation, presentation and coaching skills for adult professional

JOB TITLE

JOB DESCRIPTION

development

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QUALIFICATIONS

- Must possess, or be eligible for, current Colorado (CDE) teacher licensure
- Must have five or more years of proven, successful classroom teaching experience
- Instructional leadership experience (teacher leader, department chair and/or school administration)
- Prefer Master’s degree in Instruction & Curriculum
- Prefer successful experience in working with adults in coaching/professional development contexts
- Prefer certifications such as International Baccalaureate, National Board for Professional Teaching

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ORGANIZATIONAL RELATIONSHIPS

- Reports to Executive Director of Curriculum and Instruction or qualified designee
- Instructional content specialists are evaluated by Executive Director of Curriculum and Instruction or qualified designee with input from content facilitators and building principals
- Works collaboratively with content facilitators, and all school and district-wide coaching personnel

WORKING CONDITIONS

- The work is performed in a typical school or office environment
- Flexibility in daily work schedule is required
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PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer, keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal and or aided vision and hearing, and to detect others.

FLSA STATUS

Exempt

WORK YEAR

187 Days

**WORK YEAR**

187 Days

Area Project Manager/Budget Manager

**SUMMARY OF FUNCTION**

Responsible for managing and coordinating all aspects of assigned construction and renovation projects. Manages the area and schools assigned for that area master planning process and efforts, to include coordination with local area government agencies and developers.

Assists in management of the district's real estate management and acquisition program. Oversee Charter and Opportunity Schools.

**ESSENTIAL JOB FUNCTIONS**

- Develop and implement project plans for school facility improvement projects, including new construction, renovations, and maintenance
- Coordinate with architects, engineers, contractors, and other stakeholders to ensure projects are completed on time and within budget
- Conduct site visits with customers and inspections to assess the condition of school facilities and identify necessary repairs or upgrades
- Maintains and updates the website
- Reviews and prepares grants for school and infrastructure improvements
- Oversees facility modifications due to grants when they are received and require facility modifications
- Provides Project Management and Contract Administration services for assigned projects
- Reviews design documents and in place construction work for quality and adherence to contract requirements
- Initiates conceptual and space use planning
- Prepares scope of work and contract requirements
- Create and manage project budgets, including cost estimates and tracking expenditures
- Conduct site visits and inspections to assess the condition of school facilities and identify necessary repairs or upgrades
- Prepares and updates and communicates project schedules
- Oversees facilities architectural design efforts
- Oversees the work of Design and Engineering consultants as well as Construction Contractors on assigned district capital projects
- Receive, review, and respond to/resolve all submittals, requests for information, correspondence and change order requests
- Prepares all necessary reports
- Supports the district's master planning process and efforts, including but not limited to Coordination with local area government agencies and developers to track demographic shifts within the district's boundaries
- Oversees all district land development, development plans, zoning and platting
- Analyzes data and recommend changes or additions to our facilities
- Prepares periodic reports and briefings for the Capital Program Leader, Executive Leaders, and the School Board
- Performs new facility planning, to include coordinating and maintaining facilities standards, Project Management manual, district requirements throughout the district
- Update school capacity charts
- Makes recommendations regarding acquisition or disposal of real estate
- Ensures accuracy of the district's facilities archives and records
- Ensures estimates are as accurate as reasonably possible
- Responsible for monitoring budget compliance
- Assists with preparation of the biannual Capital Improvement Plan, to include identifying, performing cost estimates, and prioritizing capital
- Provides monthly reports to the Capital Program Manager on project budgets

**OTHER DUTIES**

Perform other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

JOB TITLE

JOB DESCRIPTION

- Ability to plan, organize and manage multiple design and construction projects
- Knowledge of contract administration methods and procedures
- Knowledge of the concepts, methods and techniques of facilities master planning
- Knowledge of building codes and related regulations
- Ability to perform construction estimating
- Knowledge of real estate acquisition and disposal practices
- Computer skills including spreadsheets, word processing and project scheduling
- Ability to lead the work of teams, committees and work groups and to work cooperatively with others
- Ability to communicate effectively

**QUALIFICATIONS**

Bachelor degree in Architecture, Engineering, Construction Management or a closely related field

Five years of progressively increasing responsibility as a Design/Construction Project Manager

Previous experience/training in construction contract administration

Professional registration as an Architect or Engineer preferred

Planning experience preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Capital Program Manager

**WORKING CONDITIONS**

The work is performed in a typical office environment with periods of time at worksites.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate physical activity and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Area Project Manager/Planner

**SUMMARY OF FUNCTION**

Responsible for managing and coordinating all aspects of assigned construction and renovation projects. Manages the area and schools assigned for that area master planning process and efforts, to include coordination with local area government agencies and developers. Assists in management of the district's real estate management and acquisition program

**ESSENTIAL JOB FUNCTIONS**

- Develop and implement project plans for school facility improvement projects, including new construction, renovations, and maintenance
- Coordinate with architects, engineers, contractors, and other stakeholders to ensure projects are completed on time and within budget
- Conduct site visits with customers and inspections to assess the condition of school facilities and identify necessary repairs or upgrades
- Maintains and updates the website
- Reviews and prepares grants for school and infrastructure improvements
- Oversees facility modifications due to grants when they are received and require facility modifications
- Provides Project Management and Contract Administration services for assigned projects
- Reviews design documents and in place construction work for quality and adherence to contract requirements
- Initiates conceptual and space use planning
- Prepares scope of work and contract requirements
- Create and manage project budgets, including cost estimates and tracking expenditures
- Conduct site visits and inspections to assess the condition of school facilities and identify necessary repairs or upgrades
- Prepares and updates and communicates project schedules
- Oversees facilities architectural design efforts
- Oversees the work of Design and Engineering consultants as well as Construction Contractors on assigned district capital projects
- Receive, review, and respond to/resolve all submittals, requests for information, correspondence and change order requests
- Prepares all necessary reports
- Supports the district's master planning process and efforts, including but not limited to:
  - Coordination with local area government agencies and developers to track demographic shifts within the district's boundaries
  - Oversees all district land development, development plans, zoning and platting
  - Analyzes data and recommend changes or additions to our facilities
  - Prepares periodic reports and briefings for the Capital Program Leader, Executive Leaders, and the School Board
  - Performs new facility planning, to include coordinating and maintaining facilities standards, Project Management manual, district Technical Specifications and Educational Specifications
- Assists with preparation of the biannual Capital Improvement Plan, to include identifying, performing cost estimates, and prioritizing capital requirements throughout the district
- Updates school capacity charts
- Makes recommendations regarding acquisition or disposal of real estate
- Ensures accuracy of the district's facilities archives and records

**OTHER DUTIES**

- Perform other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to plan, organize and manage multiple design and construction

JOB TITLE

JOB DESCRIPTION

- projects
- Knowledge of contract administration methods and procedures
  - Knowledge of the concepts, methods and techniques of facilities master planning
  - Knowledge of building codes and related regulations
  - Ability to perform construction estimating
  - Some knowledge of real estate acquisition and disposal practices
  - Computer skills including: spreadsheets, word processing and project scheduling
  - Ability to lead the work of teams, committees and work groups and to work cooperatively with others
  - Ability to communicate effectively

**QUALIFICATIONS**

- Bachelor’s degree in Architecture, Engineering, Construction Management or a closely related field
- At least five years of progressively increasing responsibility as a Design / Construction Project Manager
- Professional Registration as an Architect or Engineer preferred
- Some Planning experience preferred
- Previous experience/training in construction contract administration

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Capital Program Manager

**WORKING CONDITIONS**

The work is performed in a typical office environment with periods of time at work-sites.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate physical activity and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Area Superintendent

**SUMMARY OF FUNCTION**

Principal Supervisors dedicate their time to helping principals grow as instructional leaders. Coach and support individual principals and engage in effective professional learning strategies. Use evidence of principals' effectiveness to determine necessary improvements in principals' practice that support the diverse cultural and learning needs of students. Engage principals in the formal district principal evaluation process. Advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning. Assist the district in ensuring the community of schools are culturally/socially responsive and have equitable access to resources necessary for the success of each student. Engage in their own development and continuous improvement. Lead strategic change that continuously elevates the performance of schools and sustains high quality educational programs and opportunities across the district.

**ESSENTIAL JOB FUNCTIONS****Educational Leadership**

- Develops instructional leadership capacity working with individual principals and groups of principals.
- Develops efficient approaches and connections with other central office functions.
- Models the leadership behaviors that they expect principals to exhibit, offering timely and actionable feedback, and provide differentiated learning opportunities.
- Builds strong relationships with principals that result in trust, candid communication, innovative thinking, and continuous improvement of leadership practice.
- Effectively focus principals' learning by gathering and examining a wide variety of evidence from the school, district, and community.
- Makes verifiable inferences about principals' current level of knowledge and skills, provides differentiated feedback to principals about their work and target areas for professional learning.
- Uses formal evaluation processes to work collaboratively with principals to identify their leadership strengths and specific areas they need to develop.
- Uses a professional growth plan to support and hold principals accountable for continuous improvement in their practice, resulting in higher levels of student learning and achievement.

**District Function**

- Serve as a conduit for two-way communication between the central office and individual principals.
- Translate and communicate the district vision, policies, and strategies to school leaders to ensure alignment between school-level goals and strategies pursued by the District.
- Share feedback and data from school to inform the district vision, policies, and strategies.
- Assists the District in the development and support of a strong leadership pipeline.
- Works with principals to promote the understanding, appreciation, and use of the school and community's diverse cultural, linguistic, social, political, and intellectual resources.
- Ensures that issues of equity such as student marginalization, deficit based schooling, and limiting assumptions about gender, sexual orientation, race, class, disability, and special status are recognized and effectively addressed.

**District Leadership**

- Continuously improve their own leadership practice by engaging in

professional learning, keeping abreast of changes in laws and regulations that affect schools as well as District policies and practices.

- Model the value of reflective practice for others.
- Accepts responsibility for continuously improving the performance of students, teachers, principals, and schools.
- Shares feedback and data from schools to drive change to the district vision, strategies, and policies so that they better support schools, student learning and continuous improvement.
- Engages in collaboration between all principal supervisors to ensure the coherence and consistency in the implementation of the principal evaluation system.
- Models effective communication and engagement practices through high quality written and oral communication with principals and district staff including well written supervisory documents.

#### **AREA SUPERINTENDENT PROFESSIONAL SKILLS**

- Served as effective principal and have demonstrated an overall rating of "Effective or Highly Effective" on a recent evaluation.
- Demonstrated success in raising student achievement.
- Effectively supported and held staff accountable for meeting district expectations.
- Demonstrated effective relationships with other principals and district staff members through their work as a principal and/or district leader.
- Exhibited a deep understanding of the school system environment and have proven commitment to improving student achievement and district systems to serve all students.

#### **OTHER DUTIES**

Performs related duties as assigned. (not to exceed 20% of workload)

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to coach and lead the work of individuals, teams, committees, and work groups.
- Ability to communicate effectively.
- Ability to work cooperatively and collaboratively with others.
- Ability to work as a cohesive team with executive directors, Chief Academic Officer, and others.

#### **QUALIFICATIONS**

- Master's degree in education.
- Experience as building or central administrator.
- Appropriate State Certification.

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Superintendent.  
Supervises department leads and other staff.

#### **WORKING CONDITIONS**

The work is performed in a typical office environment.

#### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical

JOB TITLE

JOB DESCRIPTION

positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Day

Assessment Coordinator

**SUMMARY OF FUNCTIONS**

Provides support in assessment application systems to the Director of Metrics and Accountability and school users. Partners with school administrative staff and assists department programmer with data entry and statewide assessment submissions. Provides administrative and technical support to Education Insights and Digital Solutions.

**ESSENTIAL JOB FUNCTIONS**

- Develops a strong working knowledge of all Education Insights departments. Oversees process of and assumes responsibility for timely and accurate completion of all office functions
- Maintains confidential files
- Develops methods for maintaining quality of user systems
- Works on specialized projects and requests individually as a member of a work team
- Complies and prepares confidential information for state reporting
- Assists with training materials and documentation to support users with use of assessment software applications (IE: Pearson Access Next, WIDA AMS, STAR, etc.) including questions, operations, and problem solving
- Provides telephone support to school and administrative staff to help when application support is needed
- Researches user problems, needs, and issues, and solves problems, or coordinates solutions with users and technical staff
- Tests solutions and works toward full resolution
- Provides feedback on status to user/originator of requests
- Assist with uploading data into appropriate assessment software systems
- Reviews output data resolving any errors or discrepancies
- Works closely with Director of Metrics and Accountability to assist in training and management of federal, state and local assessments
- Coordinates with production printing, distribution center, and school staff for processing district school assessment materials
- Supports state submissions including demographic data, assessment invalidations, student biographical data (SBD), and assessment accommodations
- Serves as system expert on assessment systems
- Provides data for exchange, or creating interfaces to other systems when needed
- Works on specialized administrative project individually in support of the Education Insights and Digital Solutions department goals
- Works with Procurement and Budget offices to process all departmental requests in compliance with all appropriate policies
- Monitors and maintains departmental budgets
- Tracks and records technology equipment, supplies, and hardware in coordination with district IT
- Supports the scheduling of department meetings
- Processes extra duty pay requirements to support departmental goals
- Processes department employee personal, vacation, and sick leave requests

**OTHER DUTIES**

Performs related work as required.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Works independently at a consistently high level of performance
- Self-directed learner able to access and learn skills required to accomplish complex tasks specific to federal, state and local assessments
- Fosters and manages tasks in a dynamic environment
- Work with and processes confidential information in compliance with local,

JOB TITLE

JOB DESCRIPTION

- state, and national norms
- High degree of aptitude with the MS Office suite of applications
  - Skills in organization, customer service, conflict management, and positive communication
  - Knowledge of or ability to learn to use Board of Education policies, regulations, and procedures
  - Ability to plan and coordinates executive support functions for the Chief; manages sensitive and confidential issues
  - Experience with calendaring of diverse stakeholder schedules
  - Knowledge of Student Information Systems, Assessment, and Instructional applications
  - Strong technical skills and adaptability to technological changes and updates
  - Experience with budget and expense accounts records
  - Experience with payroll, invoices, and other accounting paperwork

**QUALIFICATIONS**

- Associate’s Degree or equivalent plus additional relevant course work
- Five years minimum experience as executive level secretary
- Proficiency in MS Office Suite, especially EXCEL, PowerPoint, and Word
- Knowledge of computers, software programs, database and spreadsheets
- Commitment to learning new skills, and the continual improvement of services

JOB TITLE JOB DESCRIPTIONS

ORGANIZATIONAL RELATIONSHIPS

Reports to Director of Metrics and Accountability

WORKING CONDITIONS

This work is performed in a typical office environment

PHYSICAL DEMANDS

The work is generally sedentary with some extended periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift or carry up to 40 pounds; climb stairs, bend, reach, grasp, and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Assessment Facilitator

**SUMMARY OF FUNCTION**

The primary function of the Assessment Facilitator is to provide data retrieval, data analysis (specifically assessment data analysis and interpretation), and state and local assessment administration professional development for district instructional staff.

The Assessment Facilitator works under the direction of the Director of Assessment to fulfill all state and local assessment training requirements of the district and the state. The focus is on supporting instructional staff in critical decision making based on assessment results, which allows for appropriate educational planning to meet the learning needs of students. These efforts will be accomplished through direct service, professional development, cooperation with other content facilitators, and coaching and support pertaining to assessment literacy needed to improve student learning. The Assessment Facilitator supports the mission and vision of the Education Insights department to meet Board of Education and Superintendent priorities for the state and district assessment plan.

**ESSENTIAL JOB FUNCTIONS**

- Plan for and provide timely consulting, coaching and planning services for principals, library technology educators, teaching and learning coaches, school assessment coordinators, and other school and district staff around data retrieval, data analysis, and state and local assessment administration,
- Plan, coordinate, and execute mandatory state and local assessment professional development,
- Customize data and assessment solutions for school sites,
- Model and coach classroom teachers in educational planning and data analysis,
- Work with and under the direction of the Director of Assessment to provide assessment, data and accreditation resources, including technical assistance, to buildings,
- Provide support and training on how to write quality short cycle assessments that are aligned to curriculum,
- Work with instructional staff to facilitate a collaborative process around data and instruction.
- Provide resources and research around best instructional practices for using data, standards-based education, and short cycle assessment,
- Collaborate with school and district staff to collect and analyze data for the purposes of continuous improvement and program evaluation.
- Supports department work in continuous school improvement and improvement planning as required including supporting schools in the development of Unified Improvement Plans
- Manage training schedule and division of responsibilities of Assessment Support Coach

**OTHER DUTIES**

- Performs related work as required.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understanding of standards-based instructional strategies and the use of assessments and data to guide instruction,
- Ability to apply skills and knowledge that allow for using standards-based instruction for aligning interventions, differentiating instruction, and a creating a variety of instructional materials in a standards-based system,

JOB TITLE

JOB DESCRIPTION

- Understanding of assessment practices and protocols for using data to improve student achievement,
- Ability to apply a wide range of technology skills involving data retrieval and analysis including a solid background in the use of Excel or other database programs to manipulate and create data displays,
- Knowledge, competence and skills in using data systems to analyze data to determine gaps in student learning,
- Ability to foster and manage change,
- High tolerance for ambiguity,
- Ability to facilitate educators in using the results of student assessment to drive instruction,
- Competence in coordinating, developing and presenting building and district level staff development that supports the use of data-driven dialogue to improve student learning,
- Demonstrated abilities in oral and written communication,
- Strong facilitation and professional development skills
- Coaching ability in the use of data protocols,
- Strong organizational and leadership skills,
- Excellent team coordination skills,
- Understanding of the relationship between teacher effectiveness (SB191) and assessment.

QUALIFICATIONS

- 5+ years of successful teaching experience
- 3+ years of school building administrator or school coaching experience
- Current Colorado teaching license (principal licensure a plus)
- Strong instructional and technology skills
- Assessment literacy knowledge
- Data retrieval and analysis knowledge
- Professional development leadership experience
- Master’s degree in education or education-related field

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Director of Assessment. Organizational and reporting relationships may change as needs of the District and Education Insights change.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

207 Days

Assessment Specialist

**SUMMARY OF FUNCTIONS**

The functions of the Assessment Specialist include: providing support for the Colorado State assessments tests, as well as district interim assessments, pulling data for reporting, analyzing data, and creating training materials for principals and teachers. These efforts will be accomplished by working closely with the Director of Assessment to manage the processes needed to complete the assessments. This position will also act as liaison for training, in person and phone support with schools, LRS and IT for all assessments supported by EDSS.

**ESSENTIAL JOB FUNCTIONS**

- Work with the Director of Assessment to manage state and district assessments
- Develop and document processes for new assessments, to include procedures for school assessment coordinators and district assessment staff. May also be required to assist in training of school-based personnel.
- Interface with Library Resource Services and Information Technology (IT) on technical requirements needed to implement and administer computer-based assessments
- Assists in providing technical assistance to school personnel and administrative staff regarding student achievement, accountability, data collection, and data validation as requested.
- May act (at the request of the Director of Assessment) as liaison between the Colorado Department of Education and schools regarding assessment issues. Act as liaison between assessment vendors and schools regarding assessment issues.
- Assist department in producing and delivering data and assessment related reports to school administrators.
- Provide assessment and data literacy training to school-based staff when required.
- Partner with Data and Report Coordinator

**OTHER DUTIES**

Performs related work as required.

**KNOWLEDGE, ABILITIES AND SKILLS**

Must demonstrate the following:

- High tolerance for ambiguity
- Understanding of assessment practices and protocols around using data to drive instructional practice
- Ability to apply a wide range of technology skills involving data retrieval and analysis including a solid background in the use of Excel/Access and other database programs to manipulate and create data displays
- Ability to take work direction, prioritize work load in a shifting environment, and meet ever-changing deadlines
- Knowledge, competence and skills in using a data system to analyze data to determine gaps in student learning
- Knowledge of statistical procedures a plus.
- Ability to foster and manage change
- Demonstrated abilities in oral and written communication
- Strong organizational and leadership skills

**QUALIFICATIONS**

- Bachelor's required; Master's degree preferred
- Some teaching experience
- Proficient in Microsoft Applications, especially Excel
- Assessment literacy knowledge
- Data retrieval and analysis knowledge
- Service orientation

JOB TITLE

JOB DESCRIPTION

- Data base knowledge

**PREFERRED**

- Experience creating web-based videos  
Extensive knowledge and use of the Alpine Achievement system.  
Several years of experience creating and presenting professional development to adults.  
Understanding of and familiarity with online assessment systems including Pearson Access Next, TestNav, WIDA AMS, and ATI Galileo K-12.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Assessment

**WORKING CONDITIONS**

This work is performed in a typical office environment

**PHYSICAL DEMANDS**

The work is generally sedentary with some extended periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift or carry up to 40 pounds; climb stairs, bend, reach, grasp, and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Assessment Support Coach

**SUMMARY OF FUNCTION**

The primary function of the Assessment Support Coach is to assist the Assessment Facilitator in providing data retrieval, data analysis (specifically assessment data analysis and interpretation), and training using a collaborative model around data driven dialogue to support instruction and school improvement. These efforts will be accomplished through direct service, professional development, coaching and support pertaining to assessment literacy needed to improve student learning and achievement. The focus is on supporting building leadership and instructional staff in schools in critical decision making based on results, which allows for appropriate educational planning to meet the learning needs of all students in a data-rich environment.

**ESSENTIAL JOB FUNCTIONS**

- Plans for and provides coaching services for building leaders and classroom teachers around data retrieval, data analysis, and assessment
- Customizes data and assessment solutions for school sites, modeling and coaching teachers in educational planning and data analysis aligned to the Strategic Plan
- Works with the Assessment Facilitator to provide assessment, data and resources, including technical assistance, to buildings
- Provides support and training on how to write quality short-cycle assessments, utilizing vendor resources, that are aligned to the building System Improvement Plan and instructional goals
- Works with instructional staff to facilitate a collaborative and equitable process around data and instruction
- Provides resources and research around best instructional practices for using data, standards-based education and short-cycle assessment
- Collaborates with various district stakeholders to collect and analyze data

**OTHER DUTIES**

Performs related work as required

Assists with state assessments as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understanding of standards-based instructional strategies and the use of assessments and data to guide instruction
- Ability to apply skills and knowledge that allow for using standards-based instruction for aligning interventions and differentiating instruction to meet the needs of all learners
- Understanding of assessment practices and protocols around using data to drive instructional practices
- A wide range of technology skills around data retrieval and analysis, including a solid background in the use of Excel and other database programs to manipulate and create data displays
- Knowledge, competence and skills in using a data system to analyze data to determine gaps in learning
- Ability to foster and manage change
- High tolerance for ambiguity
- Ability to facilitate professional developments
- Competence in coordinating, facilitating and presenting that supports the use

JOB TITLE

JOB DESCRIPTION

of data-driven dialogue

- Demonstrated abilities in oral and written communication
- Coaching ability
- Strong facilitation skills and strong organizational and leadership skills

**QUALIFICATIONS**

5 years successful teaching experience

Current Colorado teaching (and/or principal) license

Strong instructional and technology skills

Assessment literacy knowledge

Data retrieval and analysis knowledge

Service oriented

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Assessment Facilitator and the Director of

Assessment and is evaluated by the Director of Assessment

Organizational and reporting relationships may change as needs of the District and Education Insights change

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA

Exempt

Assessment Support Specialist

**SUMMARY OF FUNCTION**

Provides support in assessment application systems to the Director of Assessment and school users. Partners with school administrative staff and assists department programmer with data entry and statewide assessment submissions. Formats output data to meet data analysis and reporting needs including state required submissions.

**ESSENTIAL JOB FUNCTIONS**

- Oversees process of and assumes responsibility for timely and accurate completion of all office functions
- Maintains confidential files
- Develops methods for maintaining quality of user systems
- Works on specialized projects and requests individually as a member of a work team
- Complies and prepares confidential information for state reporting
- Assists with training materials and documentation to support district, users with of our production of assessment software applications
- Trains and assists district users in assessment application systems 1with questions, operations and problems
- Provides telephone support to school and administrative staff to help when application support is needed.
- Assist with/and uploads data into appropriate assessment software systems
- Reviews output data resolving any errors or discrepancies
- Works closely with Director of Assessment to assist in managing state and district wide assessments
- Coordinates with production printing, distribution center, and school staff for processing districUschool assessment materials
- Partners with department programmer with student demographic data state submissions
- Partners with department programmer regarding invalidations for all1 state required assessments
- Partners with department programmer and schools regarding student accommodations for state and district assessments
- May interpret District policies and procedures

**OTHER DUTIES**

Performs related work as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

Must demonstrate the following:

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
- Work independently at a consistently high-level performance
- Ability to work with confidential information
- Knowledge of Student Information Systems, Assessment, and Instructional applications
- Ability to keep abreast of changes in the technology field
- Ability to take work direction, prioritize work load in a shifting environment
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- High School diploma or equivalent
- Minimum three years clerical/secretarial /bookkeeping/account experience and maintenance

JOB TITLE

JOB DESCRIPTION

- Knowledge of computers, software programs, database and spreadsheets
- May include: Coursework in office practices/ vocational course
- CPR/First Aid Certification
- Proficiency in MS office Suite, especially EXCEL, PowerPoint, and Word

**PREFERRED**

Experience creating web-based videos.

Extensive knowledge and use of the Alpine Achievement system.

Several years of experience creating and presenting professional development to adults.

Understanding of and familiarity with online assessment systems including Pearson Access Next, TestNav, WIDA AMS, and ATI Galileo K-12.

**ORGANIZATIONAL RELATIONSHIP**

Reports to Director of Assessment  
Reports to Director of Assessment  
Reports to Director of Assessment

**WORKING CONDITIONS**

The work is performed in a typical office environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Assessment TOSA

**SUMMARY OF FUNCTION**

The primary function of the Assessment Teacher on Special Assignment is to provide data retrieval, data analysis (specifically assessment data analysis and interpretation), and training using a collaborative model around data driven dialogue to drive instruction. These efforts will be accomplished through direct service, professional development, coaching and support pertaining to assessment literacy needed to improve student learning and achievement. The focus is on supporting instructional staff in elementary schools in critical decision making based on results, which allows for appropriate educational planning to meet the learning needs of students in a data-rich environment.

**ESSENTIAL JOB FUNCTIONS**

- Plans for and provides consulting and coaching services for elementary building leaders and classroom teachers around data retrieval, data analysis, and assessment
- Customizes data and assessment solutions for school sites, modeling and coaching classroom teachers in educational planning and data analysis
- Works with the Director of Assessment and Assessment Facilitator to provide assessment, data and accreditation resources, including technical assistance, to buildings, primarily elementary but on occasion other levels
- Provides support and training on how to write quality short-cycle assessments that are aligned to the curriculum at the building and teacher level
- Works with the data teams at buildings around assessment literacy, data retrieval and analysis
- Works with instructional staff to facilitate a collaborative process around data and instruction.
- Provides resources and research around best instructional practices for using data, standards-based education and short-cycle assessment
- Works with instruction and building leadership, at the direction of the Director of Assessment, to provide just-in-time training
- Collaborates with staff to collect and analyze data

**OTHER DUTIES**

- Performs related work as required
- Assists with benchmark assessments and CSAP as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understanding of standards-based instructional strategies and the use of assessments and data to guide instruction
- Ability to apply skills and knowledge that allow for using standards-based instruction for aligning interventions, differentiating instruction, and a creating a variety of instructional materials in a standards-based system
- Understanding of assessment practices and protocols around using data to drive instructional practice
- A wide range of technology skills around data retrieval and analysis including a solid background in the use of Excel/Access or other database programs to manipulate and create data displays
- Knowledge, competence and skills in using a data system to analyze data to determine gaps in student learning
- Ability to foster and manage change
- High tolerance for ambiguity
- Ability to facilitate teachers in using the results of student work to drive instruction
- Competence in coordinating, facilitating and presenting building and district level staff development that supports the use of data-driven dialogue to improve student learning
- Demonstrated abilities in oral and written communication
- Strong facilitation skills

JOB TITLE

JOB DESCRIPTION

- Coaching ability
- Strong organizational and leadership skills

QUALIFICATIONS

- 5 years successful teaching experience (elementary preferred)
- Current Colorado teaching license (elementary preferred)
- Strong instructional and technology skills
- Assessment literacy knowledge
- Data retrieval and analysis knowledge
- Service orientation
- Data base knowledge and expertise

ORGANIZATIONAL RELATIONSHIPS

- Reports to and is evaluated by the Director of Assessment
- Organizational and reporting relationships may change as needs of the District and AERO change

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

207 Days

JOB TITLE

JOB DESCRIPTION

Assessment Teacher on Special Assignment

SUMMARY OF FUNCTION

The primary function of the Assessment Teacher on Special Assignment is to provide data retrieval, data analysis (specifically assessment data analysis and interpretation), and training using a collaborative model around data driven dialogue to drive instruction. These efforts will be accomplished through direct service, professional development, coaching and support pertaining to assessment literacy needed to improve student learning and achievement. The focus is on supporting instructional staff in schools in critical decision making based on results, which allows for appropriate educational planning to meet the learning needs of students in a data-rich environment.

ESSENTIAL JOB FUNCTIONS

- Plans for and provides consulting and coaching services for building leaders and classroom teachers around data retrieval, data analysis, and assessment
- Customizes data and assessment solutions for school sites, modeling and coaching classroom teachers in educational planning and data analysis
- Works with the Director of Assessment and Assessment Facilitator to provide assessment, data and accreditation resources, including technical assistance, to buildings,
- Provides support and training on how to write quality short-cycle assessments that are aligned to the curriculum at the building and teacher level
- Provides support and training on how to write and assess quality Student Learning Outcomes (SLOs)
- Works with the data teams at buildings around assessment literacy, data retrieval and analysis
- Works with instructional staff to facilitate a collaborative process around data and instruction.
- Provides resources and research around best instructional practices for using data, standards-based education and short-cycle assessment
- Works with instruction and building leadership, at the direction of the Director of Assessment, to provide just-in-time training
- Collaborates with staff to collect and analyze data

OTHER DUTIES

Performs related work as required  
Assists with state assessments as required

KNOWLEDGE, ABILITIES AND SKILLS

Understanding of standards-based instructional strategies and the use of assessments and data to guide instruction  
Ability to apply skills and knowledge that allow for using standards-based instruction for aligning interventions, differentiating instruction, and creating a variety of instructional materials in a standards-based system  
Understanding of assessment practices and protocols around using data to drive instructional practice  
A wide range of technology skills around data retrieval and analysis including a solid background in the use of Excel/Access or other database programs to manipulate and create data displays  
Knowledge, competence and skills in using a data system to analyze data to determine gaps in student learning  
Ability to foster and manage change  
High tolerance for ambiguity  
Ability to facilitate teachers in using the results of student work to drive instruction  
Competence in coordinating, facilitating and presenting building and district level staff development that supports the use of data-driven dialogue to improve student learning  
Demonstrated abilities in oral and written communication

JOB TITLE

JOB DESCRIPTION

Strong facilitation skills  
Coaching ability  
Strong organizational and leadership skills

QUALIFICATIONS

5 years successful teaching experience  
Current Colorado teaching license  
Strong instructional and technology skills  
Assessment literacy knowledge  
Data retrieval and analysis knowledge  
Service orientation  
Data base knowledge and expertise

ORGANIZATIONAL RELATIONSHIPS

Reports to the Assessment Facilitator and the Director of Assessment and is evaluated by the Assessment Facilitator  
Organizational and reporting relationships may change as needs of the District and EDSS change

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

185 days with 10 paid flex days (per Title II Grant)

**JOB TITLE****JOB DESCRIPTION**

Assessment and Intervention Program Facilitator

**SUMMARY OF FUNCTION**

The primary function of the Assessment and Intervention Program Facilitator is to assist in the implementation of RtI and PBS by providing support pertaining to using the assessment data of the interventions, along with other viable data systems to enhance assessment literacy, facilitate data retrieval and data analysis and promote Standards Based Education (Tier 1, Tier 2 and Tier 3 instruction). In addition this position will assist in supporting the technology intervention resources needed to improve student learning through direct service, professional development and coaching. The focus is on supporting instructional staff in meeting the learning needs of students in a data and technology rich environment. The majority of the workday is spent coordinating professional development, coaching and providing support for instructional interventions. In addition the Assessment and Intervention Program Facilitator designs clear, concise reports for accountability, accreditation and provides assessment-related data for the Board of Education, schools and district administrators. This position assists in compiling data from various data sources using current database tools and reporting software as requested. This position provides support and analysis of system-wide data collection and validation.

**ESSENTIAL JOB FUNCTIONS**

- Assist the full implementation of RtI district-wide
- In providing consulting, coaching and intervention services for teachers, LTEs, LRTs and others around data and progress monitoring, data analysis, assessment literacy and technology intervention resources
- To customize data assessment and intervention solutions; to coordinate professional development and coaching in RtI and interventions
- In providing support for SuccessMaker, Read 180, EDUSS, Study Island, and FASST Math
- Designs data collection and analysis procedures, analyzes data, and provides written and oral reports to constituents as needed
- Implements data management strategies for reporting on assessment-related results
- Assists in providing technical assistance to school personnel and administrative staff regarding student achievement, accountability, data collection and data validation as requested
- Develops/selects appropriate data analyses to meet a variety of district, school and classroom needs
- Provides assessment consultation assistance to schools and central administration on research, assessment, and data analysis applications as requested
- Analyze data and report results using appropriate statistical methods
- Participates in district committees, provides training, conducts associated research or provides other related assistance
- Facilitates goal attainment, consensus and effective group climate in committee work

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Understanding of standards-based instructional strategies and the use of assessments and data to guide instructional strategies and the use of assessments and data to guide instruction
- Understand the standards for aligning interventions, differentiated instruction, a variety of instructional materials in a standards-based system
- A conceptual understanding of assessment practices and protocols around using data to drive instructional practice, including data analysis

JOB TITLE

JOB DESCRIPTION

- A wide range of technology skills around data retrieval and data analysis including a solid background in the use of viable data systems and Excel to create data displays
- Some technical knowledge around network-based software and web-based programs that provide instructional intervention
- Strong facilitation and coaching skills
- Strong organizational, communication and leadership skills
- Excellent time management, communications, decision making and troubleshooting skills
- Excellent working knowledge of Microsoft Access, Excel, Word and EASy
- Experience in use of best practices for user interface
- Excellent data analysis skills (report writing, graphical presentations, etc.)
- Advanced skills in statistical procedures
- Statistical analysis
- Experience with analyzing intervention reports
- Experience in exportation of data

QUALIFICATIONS

- 3 years successful teaching experience
- Master’s degree preferred
- Current Colorado teaching license
- Strong instructional and technology skills
- Assessment literacy knowledge
- Data retrieval and analysis knowledge
- Service orientation

ORGANIZATIONAL RELATIONSHIPS:

Reports to and is evaluated by the Rtl/PBS Program Director.

WORKING CONDITIONS

The work is performed in a typical office environment and school settings.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

185 Days

Assessment and Technology Specialist

**SUMMARY OF FUNCTION**

The Assessment and Technology Specialist reports to the Senior Director of IT Operations and Infrastructure to support the District's assessment and technology initiatives. This position works under direction of the District Technology Coordinator (DTC) to manage the processes for online assessment technology support, works closely with Support Center staff to facilitate and answer questions for schools, and with staff in the department in Educational Data and Support Services. This role combines assistance with office and technology management duties to ensure proactive, efficient operations within the IT team and provide high-level administrative support to senior leaders. The ideal candidate will have strong technology and communication skills, a high level of attention to detail, and the ability to manage multiple tasks simultaneously.

**ESSENTIAL JOB FUNCTIONS**

- Develops and documents processes for online assessment technology support, to include procedures for school library technology staff (LTE/DST) and district technology staff.
- Assists in training of school-based personnel for online assessment technology support – Works with the District Technology Coordinator (DTC) and technology services staffs on technical needs and procedures for preparing student and teacher computers and implementing and administering computerized/app-based assessments.
- Assists in providing technical assistance to school personnel regarding troubleshooting if errors and anomalies occur during testing.
- Anticipates technology problems before they occur and understands the relationships between network, desktop, and application systems.
- Advises, oversees, describes and conducts troubleshooting over the phone, written, and in person, giving direction to Support Center staff, school-based staff, DTC, and other technology services staff.
- Works with technology staff and schools for android, google and Apple app-based assessments using school-based and district-based systems such as Google Admin console, and/or MDM solutions.
- Provides comprehensive administrative support to senior IT leadership, including budget management, calendar management, meeting coordination, travel arrangements, and correspondence.
- Acts as a liaison between IT leadership and other departments, ensuring clear communication and timely follow-up on action items.
- Supports the Director of IT Operations and Infrastructure and department leadership in aggregating monthly KPIs for district leadership.
- Manages the inventory of IT office supplies and other IT equipment, including cell phones assigned to district and school staff.
- Manages software licensing and billing, including the processing and payment of monthly cell phone bills for central office and school locations.
- Assists the Director of IT Operations and Infrastructure in managing annual MLO budgets, updating the MLO handbook, maintaining MLO KPIs, and preparing IT MLO spending reports for the Oversight Committee and Board of Education.

**OTHER DUTIES**

- May act, at the request of the DTC, as liaison between assessment vendors, technical support teams, and schools regarding assessment issues.
- May act, at the request of the DTC, as liaison between the Colorado Department of Education and the school district.
- Other duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

Knowledge:

- Office and IT Operations: Understanding of office management practices, IT

operations, and the workflow within technology teams. Knowledge of IT terminology and processes is a plus.

- **Assessment:** Understanding of assessment practices and protocols around assessment practices and inter-relationships of assessment windows.
- **Technology Tools:** Familiarity with common office software (e.g., Microsoft Office Suite). Experience with IT ticketing or helpdesk systems is a bonus.
- **Confidentiality:** Understanding of the importance of maintaining confidentiality and handling sensitive information within the organization and IT operations.

**Skills:**

- **Technical Proficiency:** Advanced proficiency in Microsoft Office (Word, Excel, PowerPoint, Outlook). Basic technical troubleshooting skills are desirable for supporting day-to-day IT office needs.
- **Attention to Detail:** Strong attention to detail in organizing office resources, preparing documentation, and maintaining accurate records.
- **Interpersonal Skills:** Ability to build relationships, foster collaboration, and work effectively with individuals across different departments and external organizations.

**Abilities:**

- **Communication:** Ability to communicate effectively, both verbally and in writing, with internal stakeholders, external partners, and senior leadership. Ability to convey technical information to non-technical audiences.
- **Time Management:** Strong ability to prioritize tasks, manage multiple responsibilities, and meet deadlines in a fast-paced environment.
- **Problem-Solving:** Ability to identify issues quickly and propose practical solutions, particularly regarding office coordination or basic IT support needs.
- **Adaptability:** Ability to quickly adapt to changes in priorities, tasks, or organizational needs, especially in a dynamic IT environment.
- **Organizational Skills:** Strong organizational and multitasking abilities to manage calendars, schedules, office supplies, and documentation efficiently.
- **Training:** Ability to create training materials and lead assessment trainings for a wide variety of audiences.

### **QUALIFICATIONS**

**Required:**

- High School diploma or equivalent plus additional relevant coursework.
- Five years minimum proven experience in an executive assistant or administrative support role, preferably within a technology or IT environment.
- Proficiency with word processing software/
- Proficiency in Microsoft Office (Outlook, Word, Excel, and PowerPoint).

**Preferred:**

- Prior experience working in an IT department or supporting IT leaders.
- Familiarity with IT terminology and basic technical concepts.
- Experience with database management and document management systems.
- Previous experience with and knowledge of Colorado assessments.

### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Senior Director of IT Operations and Infrastructure.

### **WORKING CONDITIONS**

The work is performed in a typical office environment.

### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for extended periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. Work requires the

JOB TITLE

JOB DESCRIPTION

ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Assistant Building Manager

**SUMMARY OF FUNCTION**

Performs all maintenance and minor repairs and assists building manager.

**ESSENTIAL JOB FUNCTIONS**

- Assists in overseeing maintenance and repairs and supervising building technicians
- Acts for building manager in his absence
- Assists with lunchroom set up and cleaning
- Cleans tables, wet mops and removes trash
- Cleans classrooms; vacuums, mops and buffs floors; cleans and re-supplies restrooms
- Locks/unlocks building(s)
- Checks for needed repairs and maintenance and performs as needed or reports to building manager
- Cleans and maintains tools and equipment in working condition
- Assists with maintaining tools, equipment and necessary supplies
- Responds to special requests from building administration, staff and other users of the facility
- Performs outdoor maintenance and repair including mowing, watering, snow removal, playground equipment checks and other seasonal tasks as needed

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of building and grounds operations and maintenance as applied to the requirements of a school
- Ability to perform all phases of building operations and to make minor building repairs
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High School diploma or equivalent
- Completion of district required courses
- Two years of building custodial experience with at least one year in a school

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Building Manager

**WORKING CONDITIONS**

The work is performed in District buildings.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Assistant Building Mechanic

## SUMMARY OF FUNCTION

Inspects mechanical and operating equipment for district facilities. Performs related minor mechanical repairs.

## ESSENTIAL JOB FUNCTIONS

- Opens and unlocks building for daily use
- Turns off alarms, raises flags, unlocks parking lots and turns on necessary lights
- Checks major building mechanical facilities
- Performs tests on boiler room equipment, swimming pool, ventilation equipment, etc.
- Performs preventative maintenance as needed
- Inspects temperature control units in building
- Insures proper room temperature throughout the building
- Repairs and adjusts major and minor mechanical equipment as needed
- Changes light bulbs; repairing fixtures; fastening and tightening fixtures; repairing door closures, lockers; changing switches; repairing furniture, chalk boards and other items; repairs cluster school equipment
- Checks in supplies delivered to the school and delivers supplies to users
- Cleans and maintains building areas and facilities as needed
- Oils and cleans motors and compressors

## OTHER DUTIES

- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the operation and maintenance of building mechanical equipment and systems
- Ability to maintain and make minor mechanical repairs to building mechanical equipment and systems
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

## QUALIFICATIONS

- High School diploma or equivalent

## ORGANIZATIONAL RELATIONSHIPS

- Reports to Building Manager
- Leads the work of technical staff

## WORKING CONDITIONS

The work is performed in District buildings.

## PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

## FLSA STATUS

Nonexempt

Assistant Capital Program Manager

**SUMMARY OF FUNCTION**

Works in conjunction with the Capital Program Manager to support District 11's facility construction program and its overall quality, productivity, efficiency, and effectiveness. Assists with all aspects of the program to include personnel management, budget development and management, project design and construction, and records management.

**ESSENTIAL JOB FUNCTIONS**

- Works with the Capital Program Manager towards the overall success of the Capital Program.
- Maintains the long-range Facilities Master Plan to ensure all capital investments, regardless of funding source, are sequenced in a logical and efficient manner to optimize use of available funding, and in alignment with the District's Strategic Plan and Academic Master Plan.
- Provides technical and administrative oversight, expertise, and support to the project management staff to include daily and emergency response after hours.
- Establishes procedures to ensure Capital Program expenditures are aligned, allowable, allocable, reasonable and adequately documented in accordance with the Facilities Master Plan.
- Assists in developing, publishing, interpreting, updating, and maintaining Capital Program policies and procedures for effective operation.
- Reviews both quantitative and qualitative data to determine if Capital Program goals have been met on a monthly, quarterly and annual; deploys a mitigation strategy if needed
- Develops and maintains a capital asset management database for accuracy of assets, information thereof, and current replacement value to ensure proper estimating and budget creation of future capital projects.
- Manages a project information system to track schedules, progress, budgets and expenditures. Provides budget authority, review, and approval of invoices, purchase orders, contract modifications, journal entries, professional development funds, etc.
- Supports project management staff through project scoping, requisition, bid evaluation, and award.
- Facilitates the Facilities Advisory Committee to include agenda development, coordination of meetings, and documentation.
- Prepares for, attends, and/or presents to the MLOOC, Bond Oversight Committee, Capacity Committee, DAC, or other District Committees as needed.
- Reviews and updates related Board of Education policies.
- Attends Board of Education meetings with Project Managers for contracts or transfers that require board approval or other as needed.
- Performs supervisory and administrative tasks for individuals assigned to include hiring activities, evaluations, professional growth plans, disciplinary measures, and other personnel matters.
- Supports the Accounting Department to maintain Capital and Land Asset Net Book Value Reports.
- Maintains the Capital Program website and content therein.
- Collaborates with the Grants Department to seek additional revenue sources through grant writing and presentations.
- Develops annual and mid-year budgets using approved accounting practices. Creates and submits contingency transfer requests as necessary.
- Develops and maintains the Americans with Disabilities Compliance Transition Plan.
- Acts as Capital Program Manager or Project Manager when needed to supplement the program during sick leave, vacation, or position vacancies.

- Collaborates with other District Departments (Facilities M&O, Procurement and Contracting, IT, Finance, Grants, etc.).
- Acts as project manager throughout planning, design, and construction on projects as needed.

**OTHER DUTIES**

- Performs other related duties as assigned.

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of project and program management.
- Advanced knowledge of the design and construction industry in the K12 environment.
- Extensive knowledge of financial operations and budgeting tactics.
- Knowledge of the concepts, methods, and techniques of facilities maintenance and operations.
- Knowledge of preparing and updating project schedules including resolving schedule conflicts between multiple projects or project components.
- Knowledge of contract administration methods and procedures
- Knowledge of building codes and related regulations
- Ability to conceptualize and effectively communicate multi-dimensional planning challenges.
- Ability to formulate, organize, coordinate, and monitor inter-connected projects of similar size and complexity to this program.
- Ability to function effectively as part of a high-performing team.
- Ability to supervise and manage the work of technical and support staff as well as mentor them
- Ability to lead the work of teams, committees and work groups
- Ability to delegate work appropriately.
- Ability to perform construction estimating
- Ability to manage a comparably sized staff of diverse disciplines to produce quality results in a timely manner.
- Ability to use advanced computer applications and technology efficiency such as AutoCAD, MS Office, Primavera P6, Adobe products, etc.
- Ability to communicate effectively, both in writing and verbally.
- Ability to maintain discretion and confidentiality at all times.

**QUALIFICATIONS**

- Bachelor's degree in Architecture, Mechanical Engineering, Electrical Engineering, Civil Engineering, Planning, Project Management, Construction Management or closely related field.
- At least 10 years of progressively increasing responsibilities in the Planning, Design and Construction industry.
- Proven experience as a project manager, program manager, and/or other senior leadership position.
- Master's Degree in relevant field is preferred.
- Registration in Colorado as a professional engineer (PE) or registered architect (RA) is preferred.
- Registration as a Professional Management Professional (PMP) is preferred.
- LEED certification is preferred.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Capital Program Manager

**WORKING CONDITIONS**

The work is performed in a typical office environment with periods of time in the field.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate

JOB TITLE

JOB DESCRIPTION

physical activity and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel, crawl, and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Day

JOB TITLE

JOB DESCRIPTION

Assistant Construction Supervisor

SUMMARY OF FUNCTION

Assists in coordination and supervision of the planning and scheduling of construction activities for the paint, carpenter, roofing and glazing shops. Assigns duties and work orders to the crew leader of each shop.

ESSENTIAL JOB FUNCTIONS

- Receives job orders and prioritizes each job
- Plans and organizes work for proper and efficient completeness
- Analyzes proposed jobs to determine cost and length of time for completion
- Receives cost estimates from crew leaders
- Assembles integrated cost estimates for interdisciplinary projects
- Cooperates and coordinates job tasks with other trades as a team member
- Inspects work of on-going projects to insure quality work and safe operating procedures
- Ensures materials and equipment are available prior to and during a job
- Reads blueprints to determine construction requirements
- Ensures that the crew leader is in compliance with the blueprints
- Assigns work and duties to crew leaders, evaluates progress and recommends methods of improvement. Reports progress to construction supervisor
- Performs employee evaluations in cooperation with construction supervisor
- Cooperates with other trades as a team member
- Supervises construction shop in absence of construction supervisor

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of building construction methods, procedures and techniques
- Knowledge of codes, rules and regulations applicable to building construction
- Ability to plan, schedule and supervise building construction and related work
- Ability to communicate effectively and to work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent
- Six years experience in construction maintenance
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

- Reports to Construction Shop Supervisor
- Supervises construction crew leaders

WORKING CONDITIONS

The work is performed in a shop and on job sites.

PHYSICAL DEMANDS

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

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Assistant Director of Attendance and Discipline

**SUMMARY OF FUNCTION**

Ensures the enforcement of the Colorado Compulsory Attendance Law for the district. Serves as the Superintendent's designee in disciplinary hearings for students.

Oversees the enforcement and documentation of the child abuse reporting statutes.

**ESSENTIAL JOB FUNCTIONS**

- Oversees the enforcement and communication of the District 11 Student Code of Conduct and corresponding policies and regulations.
- Conducts disciplinary hearings as the designee of the Superintendent and the Colorado Springs School District Board of Education.
- Monitors and revises District disciplinary and school attendance policies to ensure compliance with local, state, and federal laws and guidelines.
- Aligns student discipline and attendance policies with District objectives.
- Updates building administrators regarding new laws, regulations and provides guidance regarding methods of compliance and best practice.
- Advises school building administrators regarding guidelines and legalities of related disciplinary protocols.
- Maintains accurate and timely discipline and attendance data to support school administrative teams
- Assists with the coordination of District programs and efforts to proactively reduce dropouts, decrease discipline infractions, and improve attendance and achievement.
- Oversees and coordinates the District policies regarding the enforcement of the Colorado Compulsory Attendance Law.
- Provides school building administrators legal clarification regarding non-attendance and related court petitions and protocols.
- Coordinates with attorneys regarding related truancy and child neglect cases.
- Serves as a liaison with the Colorado Springs police department and other civil agencies.
- Serves as advocate for local school districts on Juvenile Review Board Committee (JCRB)
- Communicates with local Superintendents and school districts on matters related to student behavior and incident outcomes.
- Meets with community and internal groups and committees to discuss and communicate program objectives and updates.
- Coordinates the enforcement of the Colorado Child Abuse Reporting Law.
- Collects and maintains statistical information related to child abuse reports from the schools and follow-up from the department of social services.

**OTHER DUTIES**

- Performs related duties as assigned.

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of applicable District policies, state laws, rules and regulations governing student attendance and discipline.
- Ability to perform administrative and counseling work in connection with the enforcement of attendance and discipline rules.
- Ability to relate effectively to students with attendance and discipline problems.
- Ability to communicate effectively with various stakeholders.
- Ability to work cooperatively with others.

**QUALIFICATIONS**

- Possess a Master's degree in education or related field;
- Possess 5 years of contractual experience in public education;
- Possess 3 years contractual school leadership experience preferred;
- Holds a valid CDE Principal License.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director Student Discipline Services.

Supervises designated licensed and support staff.

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Assistant Director of Facilities and Operations

### **SUMMARY OF FUNCTION**

Responsible for providing direction and leadership to maintain all facility operations of the District's physical buildings and infrastructure in direct support of operational continuity (outages/failures), maintenance repairs, response to operational emergencies, and emergency repairs or replacements. Coordinates all work efforts with building owners. Responsible to ensure operational continuity and emergency work is completed to restore to regular operations. Essential operational outcomes rely on prompt interaction and communication with major stakeholders. Oversee daily physical facility operations to ensure operational continuity is reliable for safe school and business operations. Supervises Quality Assurance / Safety Manager and Warehouse Manager and is responsible for the operational support and outcomes.

### **ESSENTIAL JOB FUNCTIONS**

- Manages the district's physical facility operational continuity to ensure reliable and safe conditions exist for staff and students.
- Develops plan of action for reinstating operations once on site and coordinates with impacted school administration, necessary contractor and/or Facilities Shops / local agencies responsible for repair work. Update's school leadership for school operation impacts as well as department heads for non-school based outages. Provides status updates.
- Responsible for managing the scope of the repair and ensuring funding availability.
- Collaborates closely with Shop Maintenance staff for awareness of outage and obtains their support as needed for operational sustainability.
- Monitors and issues frequent communications to school and senior leadership to provide information in determining non-weather-related closures.
- Communications with outside city and county agencies to ensure operational continuity is restored.
- Develops applicable as needed memorandum of understanding with local government agencies through Procurement to ensure quick response to unplanned outages.
- Represents the District in after-hour emergency repairs to ensure work compliance with local and state codes are maintained within District standards and procedures.
- Acts as project manager for assigned projects
- Acts as contracting officer's technical representative for compliance with contract requirements and makes recommendations for work acceptance, payments and corrective actions
- Functions as a functional area expert within their professional discipline and subspecialties.
- Supervises QA/Safety Manager and ensures all district wide fire safety inspections are properly completed and any necessary corrections are completed in accordance with the time constraints specified. Is responsible for ensuring all required staff are properly notified of necessary life safety operational requirements regarding facility related measures. Responsible for corrective action plans on quality controls for operational maintenance as well as quality assurance on all outsourced work.
- Collaborates on all new work that impacts physical building operations
- Independently drives to sites / projects as necessary
- Manages budget assigned for operational sustainability.
- Supervises all warehouse functions; including but not limited to the identification and implementation of continuous improvement opportunities and customer satisfaction this includes material/supplies procurement strategies for ensuring financial efficiencies are in place and support work

JOB TITLE

JOB DESCRIPTION

orders for preventative maintenance are readily available.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- A broad knowledge of a wide variety of building systems with detailed, expert knowledge in at least two major areas
- Ability to assess situations and execute on solutions to restore operational continuity with minimal difficulty
- Strong computer skills in both standard (MS Office) and specialty software packages (like Brightly)
- Ability to read and understand contracts, construction drawings and specifications
- Ability to supervise technical and support staff
- Ability to plan, supervise and evaluate the work of others
- Good people skills, with ability to work independently
- Ability to manage projects performed by contractors
- Ability to work cooperatively with others
- Ability to work independently with minimal supervision

**QUALIFICATIONS**

- At least ten years of progressively greater responsibility and experience in the field of facilities operations, maintenance, design
- High School Diploma or equivalent
- Degree in Construction Management, Engineering is preferred; or a relevant mix of facility operations coursework and at least 5 years of directly relevant experience
- Valid Colorado driver's license with good driving record (yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Facilities

**WORKING CONDITIONS**

The work is performed both in an office and on a variety of job sites throughout the district

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors

**FLSA STATUS**

Exempt (P10)

**WORK YEAR**

260 days

Assistant Director of Grants

**SUMMARY OF FUNCTION**

Works in conjunction with the Director of Grants to support District 11's full scope of grant work, from pre-award to closeout. Assists with all types of grant work including compliance, research, project planning and design, budget development, expense allowability and proposal writing/editing. Serves as a resource for District staff regarding Federal/State assistance programs, other grant programs and grant applications.

**ESSENTIAL JOB FUNCTIONS**

- Works with Director to coordinate all appropriate local/state/federal grant-funded program activities
- Assists in developing, publishing, interpreting, updating, and maintaining grants policies and procedures for effective operation
- Establishes procedures to ensure grant expenditures are allowable, allocable, reasonable and adequately documented
- Liaises with grantees and grantors
- Reviews both quantitative and qualitative data to determine if grant goals have been met; deploys a mitigation strategy if needed
- Facilitates grant funding research
- Assists with reviewing funding opportunities
- Ensures all Designated Purpose Grant Fund (Fund 22) accounting charges are monitored and any discrepancies are resolved
- Fosters project development and design
- Establishes and maintains record and asset management procedures as assigned by director
- Assists with the development, review and approval of annual fund allocations and budgets
- Monitors spend-down of grants
- Assigns staff with special projects as necessary
- Ensures collaboration with other district programs is considered when working on special projects
- Collaborates with director regarding annual planning for all grants and associated budgets
- Establishes internal deadlines for report submissions
- Reviews and approves applications and funding sources as assigned
- Edits grant proposals and facilitates the writing of proposals
- Completes internal reports as assigned, including financial as well as written reports
- Submits grant proposals if Director needs assistance
- Coordinates projects and advises appropriate district personnel
- Ensures compliance with state/federal laws and regulations and other funded guidelines and instructs District 11 staff regarding grants fiscal compliance
- Maintains knowledge of legal and regulatory changes related to externally funded programs
- Facilitates grant proposal approvals by impacted District 11 departments and schools as well as the superintendent prior to proposal submittal
- Coaches/trains staff in grant compliance and management
- Coordinates projects and advises appropriate district personnel
- Ensures compliance with state/federal laws and regulations and other funded guidelines and instructs District 11 staff regarding grants fiscal and programmatic compliance
- Works with project teams to develop and revise budgets

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of grant funded programs and their requirements.

JOB TITLE

JOB DESCRIPTION

- Knowledge of federal and state compliance issues related to grant funded programs
- Knowledge of grant program administrative procedures including program planning, implementation, monitoring and evaluation
- Ability to plan, organize, and write grants
- Ability to supervise the work of technical and support staff
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field
- Ability to use technology
- Knowledge of budgeting and accounting for grants
- Knowledge of legal and regulatory changes related to externally funded programs

**QUALIFICATIONS**

- Master's Degree preferred or equivalent years of experience
- Three years of grants experience
- Experience with state or federally funded programs preferred
- Experience with grant writing preferred
- P-12 experience preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Grants

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Assistant Director of Talent Management

**SUMMARY OF FUNCTION**

Human Resources Specialist works under the general supervision of the Executive Director of Human Resources to provide guidance. The major role of this position is to oversee teacher recruitment, student teachers and interns. This position will source and recruit candidates by using social media, online postings and other media as necessary.

**ESSENTIAL JOB FUNCTIONS**

- Oversee daily teacher recruitment.
- Assist with designing and implementing overall teacher recruitment strategies.
- Oversee and coordinate the district recruitment committees' calendar, agenda, and logistics in support of HR Director(s) guidance.
- Ensure hiring practices comply with federal law and district policy.
- Prepare recruitment materials and post open positions to appropriate job boards / newspapers / colleges, etc.
  - Oversees the coordination of district job fairs.
  - Oversees job fair swag and communications.
- Assist with follow-up to candidates that receive unassigned contracts to optimize retention.
- Monitor source of applicant follow in Talent Acquisition Management (TAM) to ensure appropriate marketing for recruiting teachers to the district.
- Monitor all CDE licensure expirations (60 day and 2-week notices) for positions that require licenses and send out the notification letters.
- Assist with teacher onboarding as needed.
- Coordinate and monitor all student teacher / internships.
  - Manage university partnerships.
  - Work with Building Administrators to place student teachers.
  - Process requests for system access and emails.
  - Monitor and process background checks for all student teachers and interns that fall in the required parameters.
  - Build relationships with Student Teachers in hopes of securing their employment with the district.
- Recruitment Lead for Central Admin Teachers / TOSA.
- Interprets district policies and counsels and communicates policies to staff as needed.
- Knows and can implement Human Resources procedures and employment law.
- Works with other departmental and district staff on issues of mutual concern such as processes and problem solving.

J1 and H1B Visa processing for hiring teachers from foreign countries in line Spanish/English Dual Language Immersion Program (DLIP)

- Working with a contract attorney on the hiring process
- Working with Procurement on processing invoices for attorney, Embassy, State Department and Department of Immigration
- Filling out all forms required
- Working with a sponsoring agency
- Maintaining all hiring paperwork, visas and state and Immigration Forms
- Working with the Attorney to reviews all USCIS forms and packets necessary for employment
- Reviewing policies for the State Department to stay in compliance of hiring with the Labor Law requirements
- Working with Embassy representatives
- Representing HR on embassy interviews (if required)
- Being present on interview committees to ensure support for the J1 or H1B visa holders, and providing an interpreter if required
- Gathering information on housing and other basic resident of Colorado

Springs informational needs

- Overall wellbeing of the individual while they under D11 employment
- J1 and H1B spousal visa process
- Working with attorney on any report required by any State departments or Embassy requires
- Reviewing evaluations for hires and forwarding to agency or Embassy
- Working with an interpreter with assisting foreign teachers – filling applications and all necessary forms (Social Security card, Driver's License
- Oversees and monitors the employment activities of Food and Nutrition Services personnel
- Insures hiring practices follow federal law and district policy
- Represents the Human Resources department to various internal committees and work groups and outside agencies
- Knows and can implement Human Resources procedures and employment law
- Maintains and updates the Human Resource website
- Is current in Human Resources procedure and understands excellence in customer service
- Manages and submits unemployment claims and participates and serves as coordinator for unemployment hearings.

Direct report for HR front desk

- Verification of employment
- Evaluations and TCP approval manager
- Perform Evaluation
- Trainings

#### **OTHER DUTIES**

- Performs related duties as assigned

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Working knowledge of Human Resource policies, procedures, and practices
- Working knowledge of Colorado Department of Education (CDE) teacher and special service provider license requirements
- Knowledge of applicable laws, rules and regulations governing human resources management activities
- Working knowledge of Microsoft Office
- Ability to investigate complaints, analyze data, create a written summary of the information, and where requested provide solutions or a workable method for solving problems.
- Ability to interact and effectively communicate with a diverse workforce, district staff, community members, and minority organizations.
- Ability to present a positive and courteous image to all customers of the department internal as well as external.
- Ability to provide exemplary customer service.

#### **QUALIFICATIONS**

- A Bachelor's Degree in Human Resources or similar field is preferred. A combination of schooling and experience will be considered.
- Three years of prior Human Resources experience to include knowledge of computer systems (PeopleSoft), recruitment and hiring are required.

#### **ORGANIZATIONAL RELATIONSHIPS**

- Reports directly to the Senior Executive Director of Talent Management.
- Interfaces daily with department staff, district employees, and members of the public.
- Represents the District and the Department to all levels of the organization and public who need to have information provided, questions answered, or

JOB TITLE

JOB DESCRIPTION

problems resolved in a timely and effective manner

**WORKING CONDITIONS**

Work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work requires manual dexterity and extensive use of a computer terminal, video monitor, printer, and 10-key adding machine. Long periods of sitting are required. Must be able to lift up to 20 pounds, climb stairs, bend, reach, and use the telephone.

**FLSA STATUS**

Exempt

JOB TITLE

JOB DESCRIPTION

Assistant Director, Facilities - Op & Maintenance

**SUMMARY OF FUNCTION**

Manages and supervises the Facility Operations and Maintenance activities.

**ESSENTIAL JOB FUNCTIONS**

- Manages the overall quality and productivity of the Operations and Maintenance function.
- Validates work requirements for Operations and Maintenance.
- Develops and/or updates work priorities to include maintenance plans.
- Develops and updates weekly, monthly and annual schedules.
- Prepares for and runs weekly scheduling meetings with Shops.
- Identifies, coordinates, and implements improvements in processes, equipment, capabilities, and organizational work alignments.
- Manages the scoping, planning and estimating of medium to large projects.
- May serve as a project manager for isolated projects.
- Supervises the district's hazardous materials management program for associated areas.
- Supervises efforts related to asbestos (AHERA and Colorado Regulation 8) assessments, reviews and abatements for associated areas.
- Manages material control and cost control functions for associated areas.
- Generates operational reports and/or KPIs for associated areas.
- Utilizes Microsoft Word, Excel, and PowerPoint for routine management functions and to prepare and present various reports to more senior management.
- Manages software solutions.
- Performs supervisory and administrative tasks related to personnel.
- Assesses need for new/temporary positions; selects or assists with selection; reviews performance of assigned personnel; and reviews and makes recommendations for personnel actions.
- Develops, maintains, manages and monitors various budgets and budget execution plans for the related functions and funds.
- Proactively responds to requests for assistance, especially from building principals, concerning facilities issues.
- Develops policy and regulations regarding areas of responsibility.
- Functions as a functional area expert within their professional discipline and subspecialties.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the concepts, methods and techniques of Facilities Operations and Maintenance.
- Knowledge of applicable codes, laws, rules and regulations governing associated areas.
- Ability to lead, supervise and manage maintenance trades and craft personnel.
- Ability to plan, organize and direct programs, projects and contracts.
- Ability to lead the work of teams, committees and work groups and to work cooperatively with others.
- Ability to communicate effectively.

**OTHER DUTIES**

- Performs related work as required.

**QUALIFICATIONS**

- Bachelor's degree in Architecture, Mechanical Engineering, Electrical Engineering, Civil Engineering, Planning, or a relevant mix of coursework and at least 5 years of directly relevant experience
- At least ten years of progressively greater responsibility and experience in the field of facilities operations, maintenance, design, construction and/or project management;
- Planning and/or LEED experience preferred
- Professional Registration as an Architect or Engineer preferred
- Master's Degree in relevant field preferred

JOB TITLE

JOB DESCRIPTION

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Facilities.

**WORKING CONDITIONS**

The work is performed in a typical office environment as well as school sites.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 40 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Assistant Electrical Engineer

**SUMMARY OF FUNCTION**

Responsible for the overall efficiency and effectiveness of the District's electrical systems, including high voltage and low voltage (fire/security alarm, etc.). Responsible for providing technical oversight, expertise, planning and problem solving for electrical aspects of all new construction, renovation projects and District maintenance and operations.

**ESSENTIAL JOB FUNCTIONS**

- Manages the overall efficiency and effectiveness of the District's electrical systems, including high voltage and low voltage (fire/security alarm, TVSS, capacitors, renewables, etc.)
- Responsible for technical oversight, expertise, and support of the electrical systems/shop to include daily and emergency response after hours
- Acts as project manager throughout planning, design, and construction on projects that include electrical systems and/or other types as needed
- Manages construction for quality and adherence to contract/District requirements
- Reviews/responds to submittals, requests for information, correspondence and change order requests for assigned projects as well as assist other project managers with electrical items
- Develops, reviews, and improves preventive maintenance for the electrical systems
- Periodically reviews and updates the electrical systems technical specifications
- Keeps abreast of new electrical system technologies and findings to include sustainable, reliable, efficient, and maintainable designs
- Develops and presents short and long range plans for repair/replacement of the electrical systems to include but not limited to: priority, timing, life expectancy, budget, feasibility, and ROI
- Prepares the scope of work and other solicitation requirements for projects
- Reviews, analyzes, and provides technical feedback on electrical system designs
- Performs project closeout after projects are substantially complete within department timeframe
- Coordinates with other District department (such as IT and Procurement/Contracting) to ensure synergy and integration of building systems, processes, and/or procedures
- Troubleshoots environmental or life safety issues of which are related to the electrical systems
- Plans systematic improvements, monitors the effectiveness, and provides troubleshooting support for the district's energy and sustainability department
- Works closely with or acts as the District's energy manager if needed to plan projects and monitor energy consumption, taking measures to reduce utility consumption to the extent possible
- Prepares and presents necessary reports as identified

**OTHER DUTIES**

- Performs other related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of Electrical Building Systems
- Ability to cooperate with others on a team
- Knowledge of Fire/Security Alarms
- Ability to plan, organize and manage multiple design and construction projects
- Knowledge of contract administration methods and procedures

- Knowledge of the concepts, methods and techniques of facilities maintenance
- Knowledge of building codes and related regulations
- Ability to perform construction estimating
- Computer skills including: MS Office, CMMS, Project Scheduling, and Adobe Pro
- Ability to communicate effectively

**QUALIFICATIONS**

- Bachelor's degree in Electrical Engineering or a minimum six years of directly relevant experience designing, installing and/or maintaining building electrical systems.
- Previous experience/training in construction contract administration and/or project management

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Assistant Capital Program Manager

**WORKING CONDITIONS**

The work is performed in a typical office environment with periods of time in the field.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate physical activity and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend, kneel, crawl, and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Assistant Manager - Production Printing

**SUMMARY OF FUNCTION**

Schedule and supervise daily production in all phases of pre-press, press and finishing; figure cost estimates, and purchase necessary supplies, materials, and parts in order to maintain optimum productivity levels; oversee training and evaluation of team member performance; provide input toward improving monthly charge-back and Just-in-Time Inventory systems; understand and assist with the department's PrintSmith MIS system for training and accuracy; assist in the preparation and administration of the department's fiscal budget.

**ESSENTIAL JOB FUNCTIONS**

- Coordinates and manages human and material resources in order to ensure optimum scheduling and work-in-process flow
- Supports all technical aspects of production under stringent deadlines
- Prepares cost estimates, consults with and provides cost saving alternatives to both internal and external clientele
- Evaluates team members and recommends appropriate staffing levels to maintain optimum efficiency
- Provides cost benefit and other financial analysis to support decision making processes
- Supervises the procurement of and manages inventory levels utilizing J-I-T philosophies
- Manages in-house equipment service and maintenance programs
- Develops and conducts programs designed to train, educate and orient staff regarding efficient and safe production practices and procedures
- Monitors MSDS information, proper disposal of hazardous chemicals and works closely with the District's Risk Related Activities department to ensure compliance with applicable OSHA regulations
- Recommends new equipment purchases and implements measures to improve productivity and efficiency
- Monitor and update department's online ordering and web pages
- Leads marketing campaigns to notify customers and potential customers of products and services.
- Assists or acts in the absence of the Manager of Production Printing as appropriate.

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of commercial printing practices and procedures as applied to the requirements of the District
- Ability to plan and direct overall operations
- Ability to supervise department staff
- Ability to communicate and problem solve effectively
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- Bachelor's degree in Business Administration or related field
- Five years experience in all phases of production printing operations with a minimum of three years of supervisory experience.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Manager of Production Printing.

**WORKING CONDITIONS**

The work is performed in a typical office environment and in a print shop.

JOB TITLE

JOB DESCRIPTION

PHYSICAL DEMANDS

The work is regularly active with periods of medium exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the texture of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

## JOB TITLE

## JOB DESCRIPTION

Assistant Mechanical Engineer

## SUMMARY OF FUNCTION

Responsible for the overall efficiency and effectiveness of the District's mechanical systems, including: heating, ventilation, cooling, direct digital controls and plumbing. Responsible for providing technical oversight, expertise, planning and problem solving for mechanical aspects of all new construction, renovation projects and District maintenance and operations.

## ESSENTIAL JOB FUNCTIONS

- Manage the overall efficiency and effectiveness of the District's mechanical systems, including: heating, ventilation, cooling, direct digital controls, and plumbing
- Responsible for technical oversight, expertise, and support of the mechanical systems/shop to include daily and emergency response
- Act as project manager throughout planning, design, and construction on projects that include mechanical systems or other types as needed
- Manage construction for quality and adherence to contract requirements
- Review/respond to submittals, requests for information, correspondence and change order requests for assigned projects as well as assist project managers with mechanical related items
- Develop and review preventive maintenance activities/schedules for the mechanical systems
- Review and update the mechanical systems technical specifications
- Keep abreast of new mechanical system technologies to include sustainable, efficient, maintainable designs
- Develop and present short and long range plans for repair/replacement of the mechanical systems; to include time frame, life expectancy, construction estimates, feasibility, ROI, etc.
- Prepare scope of work and contract requirements for projects as needed
- Review and analyze mechanical system designs
- Plan systematic improvements, monitor the effectiveness, and provide troubleshooting support for the district's direct digital controls systems
- Troubleshoot environmental issues of which are related to the mechanical systems
- Work closely with or act as the District's energy manager if needed to plan projects and monitor energy consumption, taking measures to reduce consumption to the extent possible
- Plan, develop, and supervise regular re-commissioning activities to increase efficiencies
- Prepare and present necessary reports as identified

## OTHER DUTIES

- Perform other related duties as assigned

## KNOWLEDGE, ABILITIES, AND SKILLS

- Mechanical Building Systems expertise
- Ability to cooperate with others on a team
- Direct Digital Controls expertise
- Familiarity with Building Commissioning / Re-commissioning
- Ability to plan, organize and manage multiple design and construction projects
- Knowledge of contract administration methods and procedures
- Knowledge of the concepts, methods and techniques of facilities maintenance
- Knowledge of building codes and related regulations
- Ability to perform construction estimating
- Computer skills including: spreadsheets, word processing and project scheduling
- Ability to communicate effectively

JOB TITLE

JOB DESCRIPTION

QUALIFICATIONS

Bachelor's degree in Mechanical Engineering or a minimum 6 years of directly relevant experience in HVAC/Plumbing.  
Five years experience designing, installing and / or maintaining building mechanical systems.  
Previous experience/training in construction contract administration and / or project management

ORGANIZATIONAL RELATIONSHIPS

Reports to Capital Program Manager

WORKING CONDITIONS

The work is performed in a typical office environment with periods of time in the field.

PHYSICAL DEMANDS

The work is partly sedentary with periods of light to moderate physical activity and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend, kneel, crawl, and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Assistant Principal - High School

**SUMMARY OF FUNCTION**

Assists the principal in the overall administration of school functions. Assists in staff development, evaluations, discipline, budgeting, and daily school administration. Responsibilities in assessing needs, data collection and analysis, and designing programs to increase student achievement using a continuous improvement model.

**ESSENTIAL JOB FUNCTIONS**

- Serve as an instructional leader by monitoring implementation of professional development in classrooms and grade level/content area meeting in accordance to the school improvement plan.
- Implement and monitor school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations.
- Create partnerships with parents and community.
- Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues.
- Implement instructional and assessment strategies by attending meetings, facilitating discussions amongst teachers and staff and working with the Principal and District Coaches to plan professional development.
- Address building management concerns by working with the custodial staff, office staff, teachers and District staff including implementing school-wide safety and emergency protocols.
- Collect and analyze student assessment data.
- Collaborate and develop master schedule.
- Plan, schedule and coordinate school projects.
- Resolve student issues by meeting with students, parents, teachers and other school staff and designing a plan of action.
- Supervise athletic events by attending events, monitoring student behavior, providing officials with necessary information.
- May participate in seeding meetings and performing sport-specific responsibilities with scheduling transportation and city meets.
- Represent out-of-building committee meetings for the following: curriculum task force, league and district athletic activities, and high school assistant principals.

**OTHER DUTIES**

- Performs related work as required.

**KNOWLEDGES, ABILITIES, AND SKILLS**

- Understanding of district and school student-achievement data and Colorado State Standards; working-knowledge of literacy and the reading/writing process, strategies for second-language learners and special needs students; thorough understanding of best instructional practices for secondary classrooms; operating knowledge of and experience with personal computers, word processing and database software required.
- English language skills required.
- Oral and written fluency in second language may be preferred or required based on building assignment.

**QUALIFICATIONS**

- Master's degree in education or education-related field;
- Colorado Initial or Professional School Principal License required;
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position).

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal, supervises school staff, and interacts with and focuses on students and customers.

**WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

The work is performed in a typical office environment located within a school setting.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Assistant Principal - Middle School

**SUMMARY OF FUNCTION**

Assists the principal in the overall administration of school functions. Assists in staff development, evaluations, discipline, budgeting, and daily school administration. Responsibilities in assessing needs, data collection and analysis, and designing programs to increase student achievement using a continuous improvement model.

**ESSENTIAL JOB FUNCTIONS**

- Serve as an instructional leader by monitoring implementation of professional development in classrooms and grade level/content area meeting.
- Implement and monitor school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations.
- Create partnerships with parents and community.
- Supervise employees by assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues.
- Implement instructional and assessment strategies by collecting and analyzing student achievement data, facilitating discussions among teachers and staff and working with the Principal and District Coaches to plan professional development.
- Address building management concerns by working with the custodial staff, office staff, teachers and District staff including implementing school-wide safety and emergency protocols.
- Collaborate and develop master schedules and plan, schedule, and coordinate school projects.
- Attend and/or facilitate school's Instructional Support Team including monitoring interventions put in place to assist students with diverse needs.
- Resolve student issues by meeting with students, parents, teachers and other school staff and designing a plan of action.
- May supervise athletic events by attending events, monitoring student behavior, providing officials with necessary information.
- Attend Special Education staffing and IEP meetings, as needed.

**OTHER DUTIES**

- Performs related work as required.

**KNOWLEDGES, ABILITIES, AND SKILLS**

- Advanced oral and written communication, interpersonal, public relations, instruction, curriculum, facilitation, management, decision making, computer and organizational skills.
- Strong understanding of teaching and learning.
- Knowledge of school law, school finance/budgets, conflict management and behavior management.
- Ability to work with students and parents with various backgrounds and abilities.
- Operating knowledge of and experience with personal computer, computer software and basic office equipment.
- Operating knowledge of student information system required within 2 months after hire.
- English language skills required.
- Oral and written fluency in second language may be preferred or required based on building assignment.

**QUALIFICATIONS**

- Master's degree in education or education-related field;
- Colorado Initial or Professional School Principal License required;
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position).

**ORGANIZATIONAL RELATIONSHIPS**

JOB TITLE

JOB DESCRIPTION

Reports to Principal, supervises school staff, and interacts with and focuses on students and customers.

**WORKING CONDITIONS**

The work is performed in a typical office environment located within a school setting.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Assistant Principal - Mitchell High School

### **SUMMARY OF FUNCTION**

Assists the principal in the overall administration of school functions. Assists in staff development, evaluations, discipline, budgeting, and daily school administration. Responsibilities in assessing needs, data collection and analysis, and designing programs to increase student achievement using a continuous improvement model.

\*\*Mitchell High School is designated as Priority Improvement by the Colorado Department of Education. A commitment to working this position under that high degree of accountability is essential. Schools assigned as Priority Improvement have the lowest student outcomes of all districts and schools in Colorado, according to the state's primary accountability tool the School Performance Framework (SPF). The SPF is based on upon the Key Performance Indicators of; academic achievement, growth, and post-secondary and workforce readiness.

### **ESSENTIAL JOB FUNCTIONS**

- Serve as an instructional leader by monitoring implementation of professional development in classrooms and grade level/content area meeting in accordance to the school improvement plan.
- Implement and monitor school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations.
- Create partnerships with parents and community.
- Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues.
- Implement instructional and assessment strategies by attending meetings, facilitating discussions amongst teachers and staff and working with the Principal and District Coaches to plan professional development.
- Address building management concerns by working with the custodial staff, office staff, teachers and District staff including implementing school-wide safety and emergency protocols.
- Collect and analyze student assessment data.
- Collaborate and develop master schedule.
- Plan, schedule and coordinate school projects.
- Resolve student issues by meeting with students, parents, teachers and other school staff and designing a plan of action.
- Supervise athletic events by attending events, monitoring student behavior, providing officials with necessary information.
- May participate in seeding meetings and performing sport-specific responsibilities with scheduling transportation and city

meets.

- Represent out-of-building committee meetings for the following: curriculum task force, league and district athletic activities, and high school assistant principals.

#### **OTHER DUTIES**

Performs related work as required.

#### **KNOWLEDGES, ABILITIES, AND SKILLS**

- Driving for Results – strong capacity and proven experiences to achieve outstanding results and the task-oriented actions required for success.
- Influencing for Results – motivating others and influencing behavior to obtain results. Turnaround Principal recognizes they cannot accomplish change alone; they must rely on the distributed leadership work and commitment of others.
- Problem-Solving – strategic analysis of data to inform decisions, executing clear and logical plans that staff may follow, and ensure a strong connection between school learning goals and daily classroom activity.
- Confidence to Lead – staying visible, focused, committed, and self-assured despite personal and professional challenges that are common during high accountability.
- Consistently demonstrates and communicates the belief that students will perform at high levels when they have access to excellent teaching.
- Wants to lead specifically in urban community and conveys reasonable understanding of potential challenges involved in leadership with divergent needs of the school.
- Oral and written fluency in second language is preferred.
- Understanding of district and school student-achievement data and Colorado State Standards; working-knowledge of literacy and the reading/writing process, strategies for second-language learners and special needs students; thorough understanding of best instructional practices for secondary classrooms; operating knowledge of and experience with personal computers, word processing and database software required.
- English language skills required.

#### **QUALIFICATIONS**

- Master's degree in education or education-related field;
- Colorado Initial or Professional School Principal License required;
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position).

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal, supervises school staff, and interacts with and focuses on students and customers.

#### **WORKING CONDITIONS**

The work is performed in a typical office environment located within a school setting.

#### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

#### **FLSA STATUS**

JOB TITLE

JOB DESCRIPTION

Exempt  
**WORK YEAR**  
207 Days

Assistant Principal, Elementary

**SUMMARY OF FUNCTION**

Assists the principal in the overall administration of school functions. Assists in staff development, evaluations, discipline, budgeting, and daily school administration. Responsibilities in assessing needs, data collection and analysis, and designing programs to increase student achievement using a continuous improvement model.

**ESSENTIAL JOB FUNCTIONS**

- Conducts teacher and Education Support Professional (ESP) evaluations and assists in developing instructional goals to increase student achievement and professional growth of all employees
- Directs the implementation of the school discipline model
- Assists principal and staff in curriculum and staff development and in coordinating and implementing special projects
- Maintains contact and collaborates with students, parents, and staff to ensure a safe and productive learning environment of continuous improvement.
- Counsels students, staff, and parents as needed and responds to student problems / crisis.
- Supervises daily student and staff activities, classrooms, lunchroom, hallways, campus grounds, play periods, assemblies, field trips, and various student activities
- Represents school in outside activities
- Serves on district committees and community groups
- Attends/supervises extracurricular student activities and functions
- Assists principal with managing school facilities and developing disaster, safety, crisis and evacuation plans. Promotes building security
- Assists principal in monitoring budgets and allocating internal funds that are aligned with the District Strategic Plan and School Improvement Plan
- Acts in place of principal in his or her absence

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGES, ABILITIES, AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to increase student achievement, as evidenced by results
- Knowledge of subject areas, curriculum alignment, standards-based education, technology, and continuous improvement model.
- Knowledge of technology as an educational tool for data collection and analysis to drive instruction. Ability to use database, spreadsheet, and word processing software
- Knowledge of the general organization and functions of a public school system
- Knowledge of public school laws, rules, and regulations
- Ability to communicate effectively and mediate conflicts with students, staff, parents, and community groups
- Ability to provide leadership to school staff, students, parents, and the community
- Ability to evaluate and supervise professional and support staff for continuous growth to increase student achievement
- Strong organizational and time management skills
- Demonstrates professional growth to increase student achievement

**QUALIFICATIONS**

- Master's degree in education or education-related field
- Colorado Initial or Professional School Principal License required
- Classroom teaching and/or contractual administrative experience preferred

JOB TITLE

JOB DESCRIPTION

(at the level of the posted position)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal, supervises school staff, and interacts with and focuses on students and customers.

**WORKING CONDITIONS**

The work is performed in a typical office environment located within a school setting.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Assistant Superintendent

## SUMMARY OF FUNCTION

Provides essential leadership in partnership with the Deputy Superintendents and the Superintendent for increasing student achievement and expanding learning opportunities for all students. Improving teaching, learning and management at the district and school levels in all areas for which each is responsible. Directs, facilitates and oversees functions, management, operations and administration of specified departments. Works closely and collaboratively with other division heads, administrators, divisions, and departments to increase school and district performance and effectiveness.

## ESSENTIAL JOB FUNCTIONS

- Provides essential leadership in partnership with the district's Deputies expanding learning opportunities for all students, meeting legislative requirements, improving teaching, learning, and management at the district and all school levels
- Provides essential leadership in partnership implementing standards based instruction, current research and trends in the areas of standards-based learning, grants acquisition, special need learners, data driven instruction, strategies and initiatives for improving student achievement, and legislation impacting student learning
- Directs, supervises and evaluates department staff in terms of their performance responsibilities and productivity in achieving the district's priorities and results
- Directs, oversees, and evaluates instructional services and programs in terms of their effectiveness in supporting central office staff and schools to achieve district priorities
- Partners with other district staff including principals to assure that the functions of 21st Century Learning Skills; data driven decision making; research, planning, assessment and evaluation; information access and application; and staff development have maximum impact on the district's mission of increased student achievement
- Coordinates and confers with other Deputy Superintendents/ Division Heads, Superintendent, Board of Education and administration regarding instruction, curriculum and student services
- Establishes related projects, directs and implements projects as needed
- Coordinates division activities with related activities of other district divisions
- Participates in the development and data monitoring of long range plans for the district as a whole, as well as, those of the Division of Curriculum, Instruction and Student Services
- Models, with others, leadership in information and technology literacy, 21st Century Learning Skills, data driven decision making, continuous quality improvement, planning, customer service, communication skills, collaborative processing, and effective organizational design
- Participates in the accountability/accreditation process
- Works with district liaison and as a resource to District Advisory Accountability Committee and District Accreditation Committee
- Helps assure the Board of Education and administration is in compliance with Colorado Accountability/Accreditation law and rules
- Develops and directs district programs and reporting system
- Supervises and directs district-wide professional development in the implementation of Board of Education and Superintendent's directives and in partnership with the other Division Heads
- Monitors program/project progress and evaluates its effectiveness
- Analyzes, interprets, and relates educational data, issues and trends simultaneously with that of research and technology to develop effective and efficient solutions
- Assists/supports the superintendent and acts as superintendent's designee along with other Deputy Superintendents, as needed

JOB TITLE

JOB DESCRIPTION

- Responds to requests from Board of Education, parents, community members, schools and district staff

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of educational administration as applied to the development and implementation of educational program such as curriculum, instruction, assessment, evaluation and technology for the District
- Knowledge of Colorado laws, rules and regulations governing instructional program development and implementation
- Ability to supervise professional, technical and support staff
- Ability to perform sound general analysis and take or recommend appropriate actions regarding such matters
- Ability to communicate effectively
- Ability to collaboratively lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

QUALIFICATIONS

- Master's Degree (Doctorate preferred) in instructional technology, educational research or educational administration
- Five years' experience in central administration or building administration with experience in development of curriculum and instructional programs and teaching
- Eligible for appropriate Colorado certification

ORGANIZATIONAL RELATIONSHIPS

- Reports to Superintendent
- Supervises division staff

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS: Exempt

WORK YEAR: 260 Days

Assistant Superintendent Personnel Support Svcs

**PERFORMANCE RESPONSIBILITIES**

The Assistant Superintendent of Personnel Support Services plans, coordinates and supervises the operations of the Personnel Support Services Division to include human resources, district performance evaluations, professional development, records management, volunteer services and the Education Support Professional (ESP) Council President. This position reports directly to the superintendent and assists with tasks necessary for the efficient operation of the District.

**ESSENTIAL JOB FUNCTIONS**

The assistant superintendent shall:

- Oversee the functions of the Personnel Support Services Division to include Human Resources for the school district, performance workforce management, recruitment, employee relations, legal, personnel research, unemployment, compensation, and retirement.
- Ensure all licensed personnel are highly qualified.
- Oversee the functions of Professional Development including but not limited to mandatory trainings, performance evaluations, and orientations for District staff.
- Provide input to Professional Development on training needs of instructional and non-instructional personnel.
- Oversee the functions of Records Management.
- Oversee policies to include reviewing on a regular and consistent basis to ensure all are current and aligned with district goals.
- Oversee the District's performance evaluation process to ensure all staff members in the district are evaluated annually.
- Oversee the functions of Volunteer Services.
- Assist the superintendent in recommending employment of administrators for the district.
- Support the superintendent in the continuous review and revision of operational goals and objective and efforts to measure progress toward their attainment.
- Coordinates with district's legal counsel on personnel matters as required.
- Report periodically to the superintendent the problems, conditions and needs of the Personnel Support Services Division.
- Maintain a close working relationship with District administrators to ensure information exchange and the coordination of efforts for effective school operations.
- Evaluate annually the performance of assigned staff and make appropriate personnel recommendations.
- Facilitate solutions to issues impacting multiple departments.
- Assist in preparation and administration of the budget for personnel support services.
- Assist in the development, implementation, and evaluation of leadership development training programs.
- Hear and act on appeals concerning parents, students, or staff complaints and problems for assigned areas.
- Establish and maintain effective working relationships with community and state agencies, area businesses, industries and other organizations.
- Organize and/or chair various committees as needed.
- Review and interpret laws, regulations, statutes, rules and policies affecting assigned departments.
- Respond to inquiries for interpretations from division staff on matters not clearly covered by regulations, policies, or legislation.
- Lead Interest-Based Bargaining (IBB) with CSEA and facilitate IBB meetings as needed.
- Facilitate Meet and Confer sessions with Executive Professionals and

JOB TITLE

JOB DESCRIPTION

Education Support Professionals.

- Designated Election Official (DEO) for district.
- Attend and participate, as appropriate, in all regular meetings of the district school board and executive board.

**OTHER DUTIES**

- Perform related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of multiple professional disciplines.
- Ability to integrate information from many diverse areas.
- Ability to provide leadership to the District in the areas of Human Resources, Professional Development, Performance Evaluations, Records Management and Volunteer Services.
- Ability to lead the work of teams, committees and work groups.
- Ability to communicate effectively orally and in writing.
- Ability to work cooperatively and respectfully with others.
- Ability to keep abreast of developments in the field.

**QUALIFICATIONS**

- An earned Master’s Degree is required; doctorate and district level administrative experience preferred.
- At least eight years of successful experience in teaching, administrative and/or supervisory fields.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Superintendent of Schools. Supervises executive management and other staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

## JOB TITLE

## JOB DESCRIPTION

Assistant Supt. of Curriculum, Inst., St. Services

## SUMMARY OF FUNCTION

Provides essential leadership in partnership with the Deputy Superintendent's and the Superintendent for increasing student achievement and expanding learning opportunities for all students. Improving teaching, learning and management at the district and school levels in all areas for which each is responsible. Directs, facilitates and oversees functions, management, operations and administration of specified departments. Works closely and collaboratively with other division heads, administrators, divisions, and departments to increase school and district performance and effectiveness.

## ESSENTIAL JOB FUNCTIONS

- Provides essential leadership in partnership with the district's Deputies expanding learning opportunities for all students, meeting legislative requirements, improving teaching, learning, and management at the district and all school levels
- Provides essential leadership in partnership implementing standards based instruction, current research and trends in the areas of standards-based learning, grants acquisition, special need learners, data driven instruction, strategies and initiatives for improving student achievement, and legislation impacting student learning
- Directs, supervises and evaluates department staff in terms of their performance responsibilities and productivity in achieving the district's priorities and results
- Directs, oversees, and evaluates instructional services and programs in terms of their effectiveness in supporting central office staff and schools to achieve district priorities
- Partners with other district staff including principals to assure that the functions of 21st Century Learning Skills; data driven decision making; research, planning, assessment and evaluation; information access and application; and staff development have maximum impact on the district's mission of increased student achievement
- Coordinates and confers with other Deputy Superintendents/ Division Heads, Superintendent, Board of Education and administration regarding instruction, curriculum and student services
- Establishes related projects, directs and implements projects as needed
- Coordinates division activities with related activities of other district divisions
- Participates in the development and data monitoring of long range plans for the district as a whole, as well as, those of the Division of Curriculum, Instruction and Student Services
- Models, with others, leadership in information and technology literacy, 21st Century Learning Skills, data driven decision making, continuous quality improvement, planning, customer service, communication skills, collaborative processing, and effective organizational design
- Participates in the accountability/accreditation process
- Works with district liaison and as a resource to District Advisory Accountability Committee and District Accreditation Committee
- Helps assure the Board of Education and administration is in compliance with Colorado Accountability/Accreditation law and rules
- Develops and directs district programs and reporting system
- Supervises and directs district-wide professional development in the implementation of Board of Education and Superintendent's directives and in partnership with the other Division Heads
- Monitors program/project progress and evaluates its effectiveness
- Analyzes, interprets, and relates educational data, issues and trends simultaneously with that of research and technology to develop effective and efficient solutions
- Assists/supports the superintendent and acts as superintendent's designee along with other Deputy Superintendents, as needed

JOB TITLE

JOB DESCRIPTION

- Responds to requests from Board of Education, parents, community members, schools and district staff

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of educational administration as applied to the development and implementation of educational program such as curriculum, instruction, assessment, evaluation and technology for the District
- Knowledge of Colorado laws, rules and regulations governing instructional program development and implementation
- Ability to supervise professional, technical and support staff
- Ability to perform sound general analysis and take or recommend appropriate actions regarding such matters
- Ability to communicate effectively
- Ability to collaboratively lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

QUALIFICATIONS

- Master's Degree (Doctorate preferred) in instructional technology, educational research or educational administration
- Ph.D. in educational administration/research preferred
- Five years experience in central administration, building administration, development of curriculum and instructional programs and teaching
- Eligible for appropriate Colorado certification

ORGANIZATIONAL RELATIONSHIPS

- Reports to Superintendent
- Supervises division staff

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

## JOB TITLE

## JOB DESCRIPTION

Asst Dir of Athletics/Student Act & PE  
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## SUMMARY OF FUNCTION

Assists in organizing and administering the secondary athletic program in the district and building athletic goals and objectives. Leads professional learning, systemic information, resources and support within a standards-based K-12 instructional system in the areas of Physical Education and Health K-12.

## ESSENTIAL JOB FUNCTIONS

- \*Develops guidelines and procedures for the middle school sports programs to insure compliance with district policies and procedures
- \*Revises middle school Athletic Handbook as needed
- \*Oversees pre/post season coaches' meetings
- \*Oversees monthly meetings with middle school athletic directors
- \*Attend D11 high school athletic director meetings
- \*Coordinates and oversees all middle school events at Garry Berry Stadium
- \*Responsible for payment of all middle school officials
- \*Directs, oversees and coordinates the intramural program in middle schools
- \*Works with Director-Athletics/Student Activities to implement the secondary athletic program
- \*Schedules and organizes interscholastic sports and intramural programs for middle schools
- \*Oversees coordination of timers, scorekeepers, security guards and other event personnel
- \*Coordinates and prepares league and tournament events
- \*Develops and monitors the athletic budget and intramural budget for all middle schools
- \*Approves equipment purchases, monitors expenditures for tournaments and related events
- \*Assists building administrators in enforcing athletic policies and procedures in the building
- \*Communicates updates of district athletic policies
- \*Enforces all Middle School Athletic Handbook policies
- \*Processes certification requests, Volunteer Contracts and stipends for coaches
- \*Identifies placement for out of District/Home School, and Private School athletes
- \*Develops, implements coaches training as needed
- \*Assists building administrators in filling coaching vacancies
- \*Works closely with middle school administrators to implement intramural and athletic programs
- \*Facilitates the maintenance and repair of athletic facilities/equipment at all middle schools
- \*Schedules and coordinates athletic events and related activities for middle schools
- \*Schedules facilities, referees and related support personnel
- \*Schedules availability of facilities for games, practices, and tournaments
- \*Attends and supervises athletic events as available and directed
- \*Assists, advise and provide support for teachers and schools in implementing a standards-based instruction for K-12 Physical Education.
- \*Plan, coordinate, and implement teacher professional learning based on current and effective research, and the use of instructional strategies and interventions in Physical Education content and processes that are aligned to the District's mission and goals.
- \* Provide support to teachers and schools in assessing student content knowledge and performance in Physical Education, interpreting individual student and class trends, and uses of that data to guide Physical Education and instruction.

## KNOWLEDGE, SKILLS, AND ABILITIES

JOB TITLE

JOB DESCRIPTION

- \*Knowledge of athletics programs and student activities in public schools
- \*Knowledge of district policies and applicable laws, rules and regulations governing athletics and student activities
- \*Ability to plan and direct effective athletics and student activities program for assigned schools
- \*Ability to analyze situations and take or recommend appropriate actions
- \*Ability to communicate effectively
- \*Proficient in the use of computer software
- \*Ability to work cooperatively with others
- \*Ability to implement problem-solving strategies
- \*Ability to demonstrate effective leadership skills
- \* Knowledge of Physical Education and Health Colorado Academic Standards, as well as, research based strategies for alignment of assessments, interventions, differentiated instruction, varied instructional materials, and reporting systems
- \*Ability to provide training and coaching for teachers, PK-12, in effective instructional strategies for Physical Education contents and processes

QUALIFICATIONS

- \*Masters degree in education or equivalent hours
- \*Experience in athletics and/or recreation programs
- \*Experience in coaching at the secondary level

ORGANIZATIONAL RELATIONSHIPS

Reports to Director-Athletics and Student Activities

WORKING CONDITIONS

The work is performed in a typical office environment and at various District 11 facilities, schools and athletic venues.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk, sit, or stand for long periods; lift and carry up to 20 pounds occasionally; climb stairs, bend, reach, hold, grasp and turn objects frequently; and use fingers to operate computer, phones, or other standard office equipment frequently. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA Status

Exempt

Work Year

207 days

Asst Director Food & Nutrition Services-  
Operations

**SUMMARY OF FUNCTION**

Assist Director in leading and managing the operations of the Food& Nutrition Services (FNS) Department. Provide coaching and leadership to FNS Area Supervisors, Catering Coordinator, D11 Chefs, and FNS Office Clerical Staff (service focus). Coach and enhance a self-directed workforce that plans, directs, and delivers meal services for staff and students according to department Operating Standards.

**ESSENTIAL JOB FUNCTION**

- Assists Director in managing all department activities toward goal achievement to include use of the following:
  - Monthly area profit and loss reports
  - Monthly participation and revenue reports
  - Customer satisfaction data
  - Food and Employee safety programs
- Assists Director in development of any action plans to address improvements required to reach stated goals
- Provide leadership to the Food& Nutrition Services Department operations
- Assist in the development, coordination, and implementation of FNS meal service at new locations
- Assist in the development, implementation and evaluation of strategic and continuous improvement plans for FNS department operations
- Maintains kitchen and storage facilities to meet/exceed sanitary conditions; monitors internal quality assurance and food safety audit process (including HACCP recordkeeping)
- Establishes a safe work environment for employees by enforcing operational standards through facilitating safety-related training, maintaining on-going communications with employees, and conducting safety audits and inspections
- Facilitate implementation of decisions, policies, procedures and systems that comply with Federal, State, and Local laws, Board Policy, or directives for Food& Nutrition Services
- Coach Food& Nutrition Services employees in effective allocation and use of department physical and material resources
- Coordinate the effective identification, assignments, direction, evaluation, development, re-mediation and termination of human resources
- Oversee staff employees in multiple district and non-district sites
- Plan, organize, and implement programs for professional growth and development of Food& Nutrition Services employees
- Interviewing, hiring, assigning, training, coaching, evaluating, disciplining, dismissing, transferring, promoting, and developing/revising job descriptions
- Coordinate development of Food& Nutrition Services facility templates and equipment schedules for new and renovated schools
- Facilitate development of equipment schedules
- Coordinate with Facilities the repair of FNS equipment
- Submittal of purchase requests for Food& Nutrition Services as required
- Coordinate, facilitate and/or serve on a variety of committees
- Assume Director's responsibilities when the Director is absent

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Basic accounting skills
- Intermediate skills in personnel management, budget management, conflict resolution, resource organization and planning, information analysis, microcomputer skills, word processing, spreadsheet, marketing
- Ability to organize, assign, direct and inspect work of subordinates and exercise good judgment in evaluating situations and making decisions

JOB TITLE

JOB DESCRIPTION

- Possess ability to speak before large and small groups and organizations
- Familiar with electronic point of sale software systems
- Knowledge of operation and specifications of commercial kitchen equipment
- Continuous Improvement tools

**QUALIFICATIONS**

- Bachelor's degree in Institution Management, Business, or Dietetics with Registered Dietitian (RD) credentials is preferred
- Over three and up to and including five years of similar experience in food service management in institutions (schools, university or hospitals) with schools preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Food & Nutrition Services

**OTHER DUTIES**

- Performs related work as required

**WORKING CONDITIONS**

Work is performed in an area that is adequately lighted and ventilated.

**PHYSICAL DEMANDS**

The work is regularly active. May be required to stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel, and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odor.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

**JOB TITLE****JOB DESCRIPTION**

Athletic Coach

**SUMMARY OF FUNCTION**

The coach is responsible to the Athletic Director. The following coaching responsibilities are not all inclusive. Final decision regarding these duties will be made by the Principal in consultation with the Athletic Director.

**ESSENTIAL JOB FUNCTIONS**

- Knowledge of and ability to teach basic skills and fundamentals
- Communicate effectively and enthusiastically with athletes, parents, and administrators
- Organize effective practices, fundraisers, banquets, and other relevant program needs
- Emphasize academics and team discipline while promoting a positive team atmosphere
- Effectively recruit assistant coaches and athletes within the building
- Inventory and maintain athletic equipment
- Have a plan to increase participation in the program
- Run an effective off-season program
- Have a plan to increase school and community pride in the sports program
- Attend all meetings in the school, league, and state that deal directly with the sport
- Model positive behaviors especially those pertaining to sportsmanship
- Have full control of the team in all matters pertaining to coaching and athletic discipline
- Have a list of team rules and procedures, if added to those already included in the district athletic handbook, will be on file with the Athletic Director
- Stay informed of rule changes, trends and recommendations that affect that particular sport
- Provide proper supervision of locker rooms, shower areas and equipment areas before and after practices
- Assist athletes in setting and attaining long and short term personal and team performance goals
- Directly supervise squad members at home and away contests
- Direct completed score report forms to media outlets
- Maintain and publicize appropriate individual and team statistics and records
- Distribute athletic awards in accordance with school policy
- Be responsible for information in the CHSAA handbook and D11 handbook

**QUALIFICATIONS**

- Must possess a current teaching license or CHSAA Coaching Registration
- Complete School District 11 Sports First Aid Course or have current First Aid card
- Pass the CHSAA coaches test each year with a 100%
- Pass a criminal background check and complete a Temporary Employment packet upon being hired
- Non-teachers must complete the NFHS Fundamentals of Coaching course within one year
- Actively participate in annual coaching educational activities (clinics, district offered professional development, etc.)

**WORKING CONDITIONS**

The work is performed indoors and outdoors in varying temperature ranges and weather conditions.

**PHYSICAL DEMANDS**

Typical positions require workers to walk, or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, crouching, squatting, crawling, kneeling, balancing, reaching above head and shoulders, hold, twisting at waist, push, pull, grasp and turn objects; and use fingers to operate computer

JOB TITLE

JOB DESCRIPTION

or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Exposure to extreme conditions; hot/cold, communicable diseases, blood, body fluids, excessive sunlight, and work outdoors.

FLSA STATUS

Temp

WORK YEAR

Per CHSAA Sports Season

Athletic Coach/Gameworker

**SUMMARY OF FUNCTION**

The coach is responsible to the Athletic Director. The following coaching responsibilities are not all inclusive. Final decision regarding these duties will be made by the Principal in consultation with the Athletic Director. Game Workers are a support role to various athletic functions as directed by the Athletic Director. The Coach/Game Worker role can work at any school/location in District 11.

**ESSENTIAL JOB FUNCTIONS**

- Knowledge of and ability to teach basic skills and fundamentals
- Communicate effectively and enthusiastically with athletes, parents, and administrators
- Organize effective practices, fundraisers, banquets, and other relevant program needs
- Emphasize academics and team discipline while promoting a positive team atmosphere
- Effectively recruit assistant coaches and athletes within the building
- Inventory and maintain athletic equipment
- Have a plan to increase participation in the program
- Run an effective off-season program
- Have a plan to increase school and community pride in the sports program
- Attend all meetings in the school, league, and state that deal directly with the sport
- Model positive behaviors especially those pertaining to sportsmanship
- Have full control of the team in all matters pertaining to coaching and athletic discipline
- Have a list of team rules and procedures, if added to those already included in the district athletic handbook, will be on file with the Athletic Director
- Stay informed of rule changes, trends and recommendations that affect that particular sport
- Provide proper supervision of locker rooms, shower areas and equipment areas before and after practices
- Assist athletes in setting and attaining long and short term personal and team performance goals
- Directly supervise squad members at home and away contests
- Direct completed score report forms to media outlets
- Maintain and publicize appropriate individual and team statistics and records
- Distribute athletic awards in accordance with school policy
- Be responsible for information in the CHSAA handbook and D11 handbook
- Game workers may be responsible for the following functions: selling and collecting tickets, score clock operator, game announcer, pass gate supervision, score book, facility supervisor.

**QUALIFICATIONS**

- Must possess a current teaching license or CHSAA Coaching Registration
- Complete School District 11 Sports First Aid Course or have current First Aid card
- Pass the CHSAA coaches test each year with a 100%
- Pass a criminal background check
- Non-teachers must complete the NFHS Fundamentals of Coaching course within one year
- Actively participate in annual coaching educational activities (clinics, district offered professional development, etc.)
- Must pass a concussion education course annually

**WORKING CONDITIONS**

The work is performed indoors and outdoors in varying temperature ranges and weather conditions.

JOB TITLE

JOB DESCRIPTION

**PHYSICAL DEMANDS**

Typical positions require workers to walk, or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, crouching, squatting, crawling, kneeling, balancing, reaching above head and shoulders, hold, twisting at waist, push, pull, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Exposure to extreme conditions; hot/cold, communicable diseases, blood, body fluids, excessive sunlight, and work outdoors.

**FLSA STATUS**

Temporary, Stipend-based pay

**WORK YEAR**

Temporary; as needed basis

Athletic Director/Business Manager

**SUMMARY OF FUNCTION**

Assists the principal in policy development, staff development and staff evaluations. Has primary responsibility for the administration of school athletic programs and business office functions.

**ESSENTIAL JOB FUNCTIONS**

- Assists principal and staff in curriculum development, staff development and developing instructional goals
- Conducts teacher evaluations
- Coordinates and approves all athletic schedules
- Maintains and approves all budgets for athletics and arranges all home game management
- Coordinates and reports building athletic activities to the District Athletic Office
- Responsible for ensuring all CHSAA rules, eligibility, and deadlines are followed and serves on CHSAA committees when approved by the Principal
- Responsible for the hiring and supervision of all building coaches and game workers
- Responsible for the maintenance and safety of athletic facilities and prepares work orders and accident reports
- Promotes the school athletic program and assists coaches with athletic recognition activities
- Attends all appropriate building, district, league and state athletic meetings with approval of the principal
- Responsible for the collection of athletic fees, physical forms, parent permission forms and insurance forms
- Develops a system to monitor gender equity and to report annually to the District Athletic Office and CHSAA
- Responsible for and directs all operations of the business office
- Responsible for collection, disbursement and depositing of funds that flow through the business office
- Supervises the financial affairs of the school's activity accounts
- Monitors district building supply budgets and materials
- Schedules transportation for field trips and other activities
- Works effectively with booster clubs and other community organizations
- Possession of small vehicle operation license or willingness to obtain one
- Maintain student discipline in the school when needed: including following state and federal statutes concerning suspension and expulsion, maintain records concerning in-school and out-of-school suspensions
- Work with the principal and assistant principals to monitor and supervise students during lunch, before school, and after school
- Conducts teacher and coaches evaluations
- Acts for principal in his/her absence

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards based education
- Knowledge of technical applications to learning
- Knowledge of the general organization and functions of a public school system
- Knowledge of public school laws, rules and regulations
- Demonstrates a broad knowledge of high school athletic programs
- Demonstrates knowledge of budgets and purchasing procedures

JOB TITLE

JOB DESCRIPTION

- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Ability to hire and supervise professional and support staff, and establish expectations for job growth
- Ability to provide leadership to school staff, students, parents and the community
- Ability to use database, spreadsheet and word processing software
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

- Master’s degree in education or other discipline
- Appropriate state certification, Principals License required
- Classroom teaching experience preferred
- Head coaching experience preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to principal and supervises school and coaching staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment and at school athletic facilities.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of physical activity. Typical positions require workers to walk, or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Athletic Director/Business Manager-  
Mitchell HS

### **SUMMARY OF FUNCTION**

Assists the principal in policy development, staff development and staff evaluations. Has primary responsibility for the administration of school athletic programs and business office functions.

\*\*Mitchell High School is designated as Priority Improvement by the Colorado Department of Education. A commitment to working this position under that high degree of accountability is essential. Schools assigned as Priority Improvement have the lowest student outcomes of all districts and schools in Colorado, according to the state's primary accountability tool the School Performance Framework (SPF). The SPF is based on upon the Key Performance Indicators of; academic achievement, growth, and post-secondary and workforce readiness.

### **ESSENTIAL JOB FUNCTIONS**

- Assists principal and staff in curriculum development, staff development and developing instructional goals
- Conducts teacher evaluations
- Coordinates and approves all athletic schedules
- Maintains and approves all budgets for athletics and arranges all home game management
- Coordinates and reports building athletic activities to the District Athletic Office
- Responsible for ensuring all CHSAA rules, eligibility, and deadlines are followed and serves on CHSAA committees when approved by the Principal
- Responsible for the hiring and supervision of all building coaches and game workers
- Responsible for the maintenance and safety of athletic facilities and prepares work orders and accident reports
- Promotes the school athletic program and assists coaches with athletic recognition activities
- Attends all appropriate building, district, league and state athletic meetings with approval of the principal
- Responsible for the collection of athletic fees, physical forms, parent permission forms and insurance forms
- Develops a system to monitor gender equity and to report annually to the District Athletic Office and CHSAA
- Responsible for and directs all operations of the business office
- Responsible for collection, disbursement and depositing of funds that flow through the business office
- Supervises the financial affairs of the school's activity accounts
- Monitors district building supply budgets and materials
- Schedules transportation for field trips and other activities
- Works effectively with booster clubs and other community organizations

- Possession of small vehicle operation license or willingness to obtain one
- Maintain student discipline in the school when needed: including following state and federal statutes concerning suspension and expulsion, maintain records concerning in-school and out-of-school suspensions
- Work with the principal and assistant principals to monitor and supervise students during lunch, before school, and after school
- Conducts teacher and coaches evaluations
- Acts for principal in his/her absence

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Driving for Results – strong capacity and proven experiences to achieve outstanding results and the task-oriented actions required for success.
- Influencing for Results – motivating others and influencing behavior to obtain results. Turnaround Principal recognizes they cannot accomplish change alone; they must rely on the distributed leadership work and commitment of others.
- Problem-Solving – strategic analysis of data to inform decisions, executing clear and logical plans that staff may follow, and ensure a strong connection between school learning goals and daily classroom activity.
- Confidence to Lead – staying visible, focused, committed, and self-assured despite personal and professional challenges that are common during high accountability.
- Consistently demonstrates and communicates the belief that students will perform at high levels when they have access to excellent teaching.
- Wants to lead specifically in urban community and conveys reasonable understanding of potential challenges involved in leadership with divergent needs of the school.
- Oral and written fluency in second language is preferred.
- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards based education
- Knowledge of technical applications to learning
- Knowledge of the general organization and functions of a public school system
- Knowledge of public school laws, rules and regulations
- Demonstrates a broad knowledge of high school athletic programs
- Demonstrates knowledge of budgets and purchasing procedures
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Ability to hire and supervise professional and support staff, and establish expectations for job growth

- Ability to provide leadership to school staff, students, parents and the community
- Ability to use database, spreadsheet and word processing software
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

- Master's degree in education or other discipline
- Appropriate state certification, Principals License required
- Classroom teaching experience preferred
- Head coaching experience preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to principal and supervises school and coaching staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment and at school athletic facilities.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of physical activity. Typical positions require workers to walk, or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Athletic Trainer

**SUMMARY OF FUNCTION**

Athletic trainer will work as specialists in the prevention, recognition and rehabilitation of injuries incurred by athletes. Athletic Trainer will administer immediate emergency care when necessary and use their knowledge of sports injuries to develop a treatment program based on medical, exercise and sports sciences.

**ESSENTIAL JOB FUNCTIONS**

- Recognition, evaluation and immediate care of athletic injuries
- Support the prevention of athletic injuries
- Rehabilitation and reconditioning of athletic injuries
- Effectively communicate with coaches, athletes, parents and administrators
- Before practice, the athletic trainer tapes, bandages, wraps braces and completes similar preventive measures that are deemed appropriate for each individual athlete
- Recommend referral of athletes to a physician, physical therapist, or other professional to parent/guardian when appropriate
- Ensures continual communication between the injured athlete, physician, coach and family on when and how the athlete can return to practice and competition

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Risk management and injury prevention
- Pathology of injury and illnesses
- Assessment and evaluation
- Acute care of injury and illness
- Pharmacology
- Therapeutic modalities
- Therapeutic exercise
- General medical conditions and disabilities
- Nutritional aspects of injury and illness
- Psychosocial intervention and referral
- Health care administration
- Concussion Protocol

**QUALIFICATOINS**

- Bachelor's degree or equivalent, in athletic training, health, physical education or exercise science
- Knowledge in human anatomy, human physiology, biomechanics, exercise physiology, athletic training, extensive clinical affiliations with athletic teams under appropriate supervision
- Current CPR required
- Athletic Training Certification from NATABOC

**ORGANIZATION RELATIONSHIPS**

Works under the direction of the athletic administrator and in cooperation with coaches, parents, physicians, physical therapists, massage therapists, dietitians and others.

**WORKING CONDITIONS**

The work is performed indoor and outdoor in varying temperature ranges and weather conditions.

**PHYSICAL DEMANDS**

Typical positions require workers to walk, or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, crouching, squatting, crawling, kneeling, balancing, reaching above head and shoulders, hold, twisting at waist, push, pull, grasp and turn objects; and use fingers to operate computer

JOB TITLE

JOB DESCRIPTION

or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Exposure to extreme conditions; hot/cold, communicable diseases, blood, body fluids, excessive sunlight, work outdoors.

**FLSA STATUS**

Exempt

**WORK YEAR**

185 Days

Athletics Specialist

**SUMMARY OF FUNCTION**

Manages operations and logistics for Athletics, Student Activities and Physical Education programs across the District. Serves as liaison from Athletics Department to site administrators, staff, students and parents in developing and maintaining effective athletic programming and activities. Responsible for supporting District-wide recruitment and training of coaches, selection of game officials, and maintenance of records for league play.

**ESSENTIAL JOB FUNCTIONS**

- Under the direction of the Athletic Director, coordinates the recruitment, orientation and mentorship of coaching staff on a seasonal basis; offers guidance and assistance to site administrators as needed; assists with pre-season and post-season coaches meetings and development of clinics and in-services for coaches' professional development.
- Coordinates with school personnel and purchasing for the selection and purchase of athletic equipment, supplies, trophies and related expenses, ensuring budgetary compliance and provide timely and accurate reporting
- Maintains accurate records of league play, league champions, coaches of the year and participation numbers; coordinates, manages and evaluates data on athletic programs and instruction
- Oversees process of and assumes responsibility for timely and accurate completion of all office functions
- Sets athletic schedules and coordinates use of facilities in partnership with rentals (procurement)
- Coordinates all activities at Garry Berry Stadium and Garry Berry South Field
- Organizes use of facilities for practice and games for both Middle School and High School.
- Organizes scheduling of events to coordinate facilities usage at Middle Schools and High Schools
- Responsible for coaches and game worker stipends and submitting it to payroll
- Secures personnel necessary to conduct all athletic events and selects officials for athletic games; coordinates pay for coaches, officials and game workers
- Coordinates league play, including addressing weather condition issues, rule interpretation, scheduling conflicts and transportation conflicts; works with other departments to coordinate travel; and attends athletic competition to observe and correct as necessary administration of these events
- Process certification requests, volunteer contracts and stipends for coaches.
- Maintains inventory/ordering supplies for Athletics
- Maintains and monitors budget and accounting records
- Coordinates collection and processing of forms required by local, state and federal programs
- Responds to inquiries from office visitors, schools, other departments, outside agencies and the public regarding specialized information records, policies, procedures, projects, programs and services

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, SKILLS and ABILITIES**

- Strong attention to detail
- Excellent interpersonal, analytical, critical thinking, problem-solving, and organizational skills
- Ability to communicate effectively in a credible and confident manner at all levels in the organization, both orally and in writing
- ??Ability to assess appropriate priorities and organize workload on multiple

JOB TITLE

JOB DESCRIPTION

assignments

- Ability to collaborate with others on challenging, time sensitive projects as a team player
- Excellent group facilitation skills and customer service skills
- Knowledge of Interscholastic athletics programs, including facilities requirements, rules and regulations governing athletics programs and student eligibility requirements
- Knowledge of payroll processing and/or standard accounts maintenance procedures
- Knowledge of computers, software programs, database and spreadsheets
- 

**QUALIFICATIONS**

- High School diploma or equivalent
- Minimum three years clerical/secretarial /bookkeeping/account experience and maintenance
- 

**ORGANIZATIONAL RELATIONSHIPS**

Reports to designated administrator

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Non-exempt

**WORK YEAR**

260 days

JOB TITLE

JOB DESCRIPTION

Audiologist - Educational

SUMMARY OF FUNCTION

Provides audiology evaluations to students with suspected hearing loss; provide consultation and support to staff regarding students who need specialized equipment due to hearing loss; helps manage and maintain equipment to assure students with hearing loss have equal access to the educational environment; provide consultation regarding instructional strategies that are appropriate in the educational environment in order to support students with a hearing loss

ESSENTIAL JOB FUNCTIONS

- Conducts audiological evaluation with student who demonstrate a variety of needs in order to determine the degree of possible hearing loss and the impact this hearing loss may have in the educational setting
- Prepares audiograms to summarize results of hearing evaluations
- Makes recommendation regarding group and classroom amplification, and assistive listening devices
- Works with student to assure adaptive equipment is appropriately matched to the student individual needs and ensures the proper fit and functioning of hearing aids and other auditory devices
- Provides in-service training on hearing and hearing impairments and the implications to school personnel, students and parents
- Analyzes classroom noise and acoustics and makes recommendations to improve the listening environment
- Collaborates with health screening team to train and assist in coordination of hearing screening for school-aged and early childhood students in accordance with District and State policies
- Conducts hearing screenings/evaluations for early childhood/childfind program
- Develops plans to effectively use adaptive equipment and apparatus designed to support students with hearing loss (Hearing Aids, FM systems, sound field systems, etc.)
- Manages the use and calibration of audiometric equipment
- Helps prepares and implement Individual Education Plans for students with hearing loss, including Communication Plans
- Maintains accurate records as required by District and Colorado Department of Education, including documentation required for Medicaid reimbursement.
- Adapts and modifies curriculum and classroom environment to meet the unique needs of a variety of students with hearing loss
- Collaborates with a variety of staff to assure the needs of students with hearing loss are appropriately addressed
- Participates in Team meetings and planning sessions to develop appropriate programming for students with hearing loss.

OTHER DUTIES

- Performs related work as required.

KNOWLEDGE, ABILITIES, AND SKILLS

- Demonstrates knowledge of best practices in the area of working with students with hearing loss
- Familiarity with a variety of assistive technologies available to support student with hearing loss
- Ability to work independently with a high degree of organization and flexibility
- Strong interpersonal and communication skills
- Ability to independently drive to variety of sites each day

JOB TITLE

JOB DESCRIPTION

QUALIFICATIONS

- Valid Colorado professional license with an endorsement in the area of Educational Audiology
- Preferred minimum of 2 years of experience of working with students with hearing loss

ORGANIZATIONAL RELATIONSHIPS

Reports to Special Education Facilitator

WORKING CONDITIONS

The work is performed in a typical school/office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Auditorium Manager

**SUMMARY OF FUNCTION**

The district auditorium manager works under the supervisory direction of the Rental Manager. This person facilitates daily operations, scheduling, and maintenance practices of designated auditoriums. This person also conducts safety inspections and trains staff and students on technical equipment to include overhead rigging systems, stage lighting systems, and audio systems while working closely with Facilities, Risk Management, Technical Services, and the Rental Department.

**ESSENTIAL JOB FUNCTIONS**

- Performs annual audit of all auditorium equipment to determine where maintenance is needed before the start of the school year
- Performs annual and bi-annual related theatrical maintenance on dimming systems to include cleaning of air filters, dimmer cards, and consoles as needed
- Performs safety checks on all stages specifically related to overhead rigging activities, also performs system safety checks on installed rigging systems
- Performs safety checks of all rigging activity prior to shows, including light hangs
- Performs maintenance on theatrical lighting to include cleaning of lenses, changing of lamps, and tuning of instruments
- Performs general cleaning of other specialized equipment
- Identifies maintenance and replacement needs on electrical and audio cables found in theaters. Performs maintenance or replaces, as necessary
- Selects, trains, and supervises student work crews and reinforces the need for safe practices and proper procedures when using and operating audio and all other auditorium equipment
- Trains staff and students on rigging systems to include safety practices and procedures
- Trains staff and student work crews for the appropriate use of the stage lighting system and all of its components, i.e. lighting console programming, lighting instruments, cable, etc.
- Trains drama and music staff and students for the use of the sound system and its components, i.e. mixing consoles, speakers, microphones, cables, etc.
- Organizes and sets up storage space for portable auditorium equipment, i.e. microphones and cables, etc. and keeps inventory of such equipment
- Reinforces accountability for such equipment with staff and student work crews
- Creates “technical package” for each high school auditorium to include specifications for lighting, sound, communication, rigging, drapery, seating capacity, stage dimensions, dressing rooms, green room, etc.
- Coordinates rental activities with school facility needs, rental manager and specialists
- Coordinates equipment repairs, equipment upgrades, and facility projects within the auditorium area which includes dressing rooms, scene shop, and any other auditorium backstage areas
- Closely works with Facilities on any projects that affect the auditorium area, including HVAC and lighting changes, as well as any electrical projects
- Hires, trains, and supervises any other auditorium staff to include part-time staff hired for rental activities
- Coordinates the technical needs of the high schools’ performing arts departments and rental events, to include lighting needs, sound requirements, and the availability of additional power for portable lighting and sound systems, as well as rigging needs
- Identifies improvement projects and ideas to benefit the auditoriums as a whole
- Coordinates and inspects improvement projects on theatrical equipment
- Coordinates lamp orders with Facilities

**Other Duties**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of theatrical lighting systems, audiovisual display systems, sound systems, and safety practices for overhead rigging
- Strong knowledge on how to conduct annual overhead rigging safety inspections on both installed equipment and items attached to the overhead rigging systems, as well as how to maintain records of these systems
- Knowledge of theatrical maintenance practices on the above systems and components
- Knowledge of fire safety codes and security practices for large-scale public events
- Ability to use basic computer programs such as MS Office to create and maintain work and maintenance logs as well as the ability to manage and oversee all maintenance budgets
- Ability to serve as designer in the areas of lighting, sound, and set design to include rental events
- Ability to serve as running crewmember for lighting, sound, rigging, and deck crew, including front of house duties, such as usher or house manager
- Ability to work independently, nights and weekends with a flexible, daily schedule
- Ability to interact professionally with school and district staff, students, and the general public
- Ability to communicate effectively both in written and oral forms
- Ability to work under stress
- Ability to think creatively and solve problems in innovative ways
- Experience as auditorium manager in high schools, having worked school events, district functions, and rental activities.
- Experience in the operation of a diverse number of differing computerized theatrical lighting systems (both lighting consoles and dimmer rack programming)
- Experience in training staff and student crews on rigging, light, and sound systems
- Experience in supervising all auditorium staff to include part-time rental staff
- Experience in designing lights, sound, and sets
- Experience in coordinating rental activities with school facility needs
- Experience in coordinating equipment repairs, upgrades, and facility projects within the auditoriums
- Experience managing a diverse organizational workload
- Experience working with the community

**QUALIFICATIONS**

- Post High School Education, theatrical education, degree, and training

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Rental Manager. Works closely with school principals, drama and performing arts staff as well as other teaching staff, rental specialists, building managers, Facilities, Risk Management, and Technical Services.

**WORKING CONDITIONS**

This work is primarily performed in a typical high school theater environment with periods of time spent in all of District 11's auditoriums. On-site work is required to perform safety checks and maintenance, to hold meetings with renters and other facility users, as well as with rental manager and specialists, and to conduct training for staff and students on technical equipment and in safety practices and procedures.

**JOB TITLE****JOB DESCRIPTION****PHYSICAL DEMANDS**

The work demands periods of intense physical activity and is primarily performed in auditorium settings. Typical positions require workers to walk, climb, or stand for long periods; lift and carry at least 50 pounds; bend, reach, hold, grasp and turn objects; and use fingers to manipulate tools and operate soundboard, lighting board, audio and other theatrical equipment. The work requires the ability to work in high places, such as lifts, catwalks, ladders, and scaffolds. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

Auditorium Technician

**SUMMARY OF FUNCTION**

The Auditorium Technician works under the supervisory direction of the Event Auditorium Manager. This person will be responsible for the setup and operation of theatrical audio, lighting systems, the operation and placement of scenery and props, setup and take down of chairs and tables and stage equipment such as risers, platforms, and acoustic shells as well as other direct event work under the supervision of the Event Auditorium Manager for District events and Rental events.

**Essential Job Functions**

- Operates and assists in the setup of District 11 stage lighting systems to include hanging stage lighting instruments from the ground where pipe battens can be lowered to floor working height, and at height using ladders, scaffolds, man lifts and work catwalks, programming and operation of stage lighting control boards, framing color gel, and taping cords
- Operates and assists in the setup of District 11 sound and audio systems to include setup and placement of stage monitor speakers, setup and placement of microphones, connecting and running of audio cables, operation of the mixing console, operation of the CD player or media playback off of a computer, and the connecting and setup of communications headsets
- Operates District 11 video and projection systems to include setup and placement of video projectors, connecting laptops and DVD players, and connecting video systems into sound systems
- Operates District 11 curtains and stage rigging systems to include opening and closing of curtains by draw ropes, raising and lowering of curtains, lights, and scenery attached to the stage rigging system
- Assists with the over-head rigging of scenery and other production related items to the stage rigging system or stage rigging grid under the direct supervision of the Event Auditorium Manager
- Assists renters with placement of stage props before, during, and after rehearsals and performances to include any and all scenery under 50 pounds from renters' vehicles to the facility, from the stage to the wings or back stage areas and from the facility to vehicles
- Assists the Event Auditorium Manager with the setup and placement of tables and chairs on and off stage to include the setup of folding chairs, stack chairs, and folding tables on stage and back stage or in dressing rooms
- Assists with the setup and placement of orchestra acoustic shells, chorale risers, platform risers, music stands, and musical instruments.
- Ability to use and operate power tools such as drills and saws to assist in the safe and successful implementation of production scenery as needed
- Assists with the assurance of a safe environment for workers, performers, and the general public
- Reports any and all safety concerns to the Event Auditorium Manager
- Assists with the clean-up efforts related to the stage area to include sweeping, and mopping of the stage floor.

**Knowledge, Abilities, and Skills**

- Knowledge of ETC Ion stage lighting consoles, the physical operation of theatrical stage lighting instruments, safe methods of attaching stage lighting to stage rigging system, safe and proper methods of setting up and running stage lighting electrical cables
- Knowledge of audio mixing consoles, SFX playback software, safe and practical methods of setting up stage audio monitor speakers, and the correct use of stage microphones against application
- Knowledge of video projectors, laptops, dvd players, Power Point, Windows Media Player, VGA and video connections
- Knowledge of stage drapery operations, the safe operation of the stage rigging system using proper warning calls and an acute sense of awareness

JOB TITLE

JOB DESCRIPTION

while operating the stage rigging system

- Knowledge of proper back stage procedures for rehearsals and show operations for the movement of assigned props
- Ability to see and report a safety hazard

ORGANIZATIONAL RELATIONSHIPS

Reports to Event Auditorium Manager  
Rental Manager  
Rental Specialist

WORKING CONDITIONS

Work is primarily performed in a typical high school theater environment.

PHYSICAL DEMANDS

Work demands periods of intense physical activity and is primarily performed in auditorium settings. Typical positions require workers to walk or stand for long periods; lift and carry at least 50 pounds; bend, reach, hold, grasp and turn objects; and use fingers to manipulate tools and operate soundboard, lighting board, audio and other theatrical equipment. The work requires the ability to work in high places, such as lifts, catwalks, ladders, and scaffolds. The work requires the ability to speak normally and to use normal or aided vision and hearing.

Automation Programmer Specialist

**SUMMARY OF FUNCTION**

Supports the needs of users by maintaining and modifying School District 11's software systems; updates, maintains, and modifies the Identity Management System; integrates databases from both the Districts and the Student Information System; creates and maintains student portfolios and, as necessary, develops reports needed by schools and school administration. Creates and maintains accounts, passwords, helps archive and programs network visibility.

**ESSENTIAL JOB FUNCTIONS**

- Provides advanced problem solving and troubleshooting using database analysis and queries with the Districts ERP and the Student Information System along with Active Directory.
- Documents issues/problems and their resolutions/solutions.
- Provides regular status updates to requesting users and departments and district leadership, as necessary.
- Provides full analysis, development, testing, and production implementation of projects.
- Gathers initial requirements and information from users, determines core problems to be solved and scope to be developed, provides analysis and research with users, and develops complex automated solutions to requirements and user needs, and implements timely solutions by close coordination with departments and users.
- Provides careful testing of automated solutions, as required.
- Provides data for exchange or create interfaces to other systems when needed.
- Informs District personnel with updates and changes.
- Develops web applications to meet user needs.
- Works with district personnel to develop troubleshooting screens and network analysis.

**OTHER DUTIES**

- Performs related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of programming concepts, methods, and techniques –preferably PeopleSoft, SQL, C+, or other programming language.
- Knowledge of data management tools (SQL, SQL Server Management Studio, and SQL Server Business Intelligence Development Studio) and Identity Management Systems.
- Knowledge of structure and design of databases and programs.
- Ability to do research and analysis to promote effective problem solving; ability to thoroughly research all issues related to an action/intervention before implementing solutions.
- Ability to document issues, problems and solutions.
- Ability to work with users in resolving application issues.

**QUALIFICATIONS**

- Bachelor's degree in Computer Science, or equivalent experience.
- Effective writing and communication skills.
- Customer service-orientation; ability to be responsive to district needs quickly and efficiently, utilizing good written and verbal communication skills.
- Ability to prioritize; good organizational and time management skills, as well as, detail orientation skills.
- Commitment to learning and the continual improvement of services.
- Ability to work collaboratively and effectively with other support and technical staff.
- Knowledge of school data reporting needs at a state level (Non-essential).

JOB TITLE

JOB DESCRIPTION

- Knowledge of PeopleSoft database applications.
- Knowledge of SharePoint.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Digital Solutions

Collaborates with other divisions and departments to support technological needs and initiatives across the district.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is regularly active with mostly walking and standing with periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders, or scaffolding; bend and crouch; reach, hold, grasp and turn objects, use fingers to operate computer or typewriter keyboards; identify colors; detect odors; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Day

## BEHAVIORAL HEALTH COORDINATOR

**SUMMARY OF FUNCTION**

The Behavioral Health Coordinator will oversee the district-wide mental health services, including School Psychologists, Social Workers, School Counselors, and crisis response teams. This role is crucial in ensuring the mental well-being of students and staff, promoting a supportive and inclusive school environment, and coordinating effective mental health interventions.

**ESSENTIAL JOB FUNCTIONS****Leadership and Supervision:**

- Provide leadership and supervision to School Psychologists, Social Workers, School Counselors, and crisis response teams.
- Conduct regular meetings and professional development sessions to ensure staff are up-to-date with best practices and policies.
- Hiring Manager as required for key mental health positions

**Program Development and Implementation:**

- Develop, implement, and evaluate mental health programs and initiatives across the district.
- Collaborate with school administrators to integrate mental health services into the overall educational framework.

**Crisis Response Coordination:**

- Lead and coordinate crisis response efforts, ensuring timely and effective intervention during emergencies.
- Train staff on crisis management protocols and procedures.

**Student Support Services:**

- Oversee the provision of individual and group counseling services to students.
- Ensure that students receive appropriate referrals to external mental health resources when necessary.
- Manage FTE across buildings and ensure resources are equitable across schools within our system

**Data Collection and Reporting:**

- Collect and analyze data related to student mental health needs and program effectiveness.
- Prepare reports for district leadership and stakeholders to inform decision-making.

**Community and Family Engagement:**

- Foster strong relationships with families and community organizations to support student mental health.
- Organize workshops and informational sessions for parents and guardians.

**Compliance and Policy Development:**

- Ensure compliance with federal, state, and local regulations related to student mental health services.
- Develop and update district policies and procedures regarding mental health services.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrate effective interpersonal communication skills that build trust and relationships among all stakeholders to support the implementation and use of ASCA or NASP model of comprehensive services within the schools.
- Ability to motivate and effectively lead teams
- Knowledge of Colorado's Multi-Tiered System of Support (MTSS), CASELs Competencies, Trauma Informed Care practices, and behavioral interventions
- Ability adapt to a changing work environment with a positive attitude and problem-solving approach
- Ability to communicate and collaborate with community agencies, internal groups and committees
- Ability to manage and prioritize budgetary, grant, and title funds to meet the district's strategic plan

JOB TITLE

JOB DESCRIPTION

- Ability to work effectively on cross-content planning teams and district-wide initiatives
- Strong leadership and organizational skills.
- Excellent communication and interpersonal skills.
- Ability to work collaboratively with diverse stakeholders.

**QUALIFICATIONS**

- Bachelors in Psychology, Social Work, Counseling or related field
- CO licensure as a SSP in School Psychology, Social Work, Counseling, or a related field.
- CO Administrator or Principal license is preferred.
- Minimum of 5 years of experience in school-based mental health services.

**WORKING CONDITIONS**

- Full-time position with standard school hours.
- Occasional evening or weekend work may be required for crisis response or community events.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school Sites.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 (P09B)

## JOB TITLE

## JOB DESCRIPTION

Bakery Manager

## SUMMARY OF FUNCTION

Supervises daily activities of bakery staff. Monitors and evaluates employee performance. Trains new employees and substitutes as needed. Recommends disciplinary action as required. Serves as reference to staff in safe and proper methods and procedures

## ESSENTIAL JOB FUNCTIONS

- Directs, oversees and assists in bakery production according to menu and specifications
- Insures food quality and timely service
- Orders necessary supplies and monitors inventories of kitchen materials
- Checks to insure orders are filled correctly and schedules delivery of supplies to coincide with menu requirements
- Directs, oversees and assists kitchen clean up
- Insures proper cleaning and sterilization of utensils, equipment and facilities
- Prepares items for special events as needed
- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of volume food preparation methods, procedures and techniques
- Ability to direct and perform all phases of baking and related kitchen work in a volume food operation
- Ability to train and supervise others in the work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the field

## QUALIFICATIONS

- High School diploma or equivalent
- Two years of experience in food and bakery preparation in a leadership or manager position

## ORGANIZATIONAL RELATIONSHIPS

- Reports to base kitchen manager
- Supervises bakery staff

## WORKING CONDITIONS

- The work is performed in a kitchen
- May be exposed to minor cuts and burns in performing duties with kitchen utensils
- Occasional lifting of boxes and kitchen supplies
- Duties may be performed near hot ovens

## PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

## FLSA STATUS

Non-exempt

Base Manager

**SUMMARY OF FUNCTION**

Oversee and direct all food service activity in the base kitchen. Areas of responsibility include base kitchen, cafeteria and ala carte operations, purchasing, receiving, inventory, production, service, staffing& scheduling, staff training, and reporting functions. Supervision of van driver and food delivery to satellite schools. May have involvement with satellite kitchen operations in as needed.

**ESSENTIAL JOB FUNCTIONS**

- Demonstrates positive customer service attitude at all times
- Implement and enforce all operating standards for Food& Nutrition Services
- Supervise daily activities of base kitchen staff and van driver
- Coordinates, assigns and schedules activities to ensure quality, efficiency and timeliness of food preparation, delivery and service
- Fills in for or assists employees during preparation and service as required
- Involved in the employee selection process, makes hire recommendations and recommends disciplinary actions as necessary
- Completes employee performance reviews (probationary& annual)
- Forecast number of meals served on a per-item, per-meal, and per-day basis
- Directs, oversees and assists with kitchen, storage areas, service areas and dining room clean up ensures proper cleaning and sterilization of utensils, equipment and facilities
- Supervise the maintenance of kitchen utilities& facilities
- Direct staff in proper care for and use of equipment
- Secure facility at the end of day
- Train, supervise and direct all staff employees and student workers
- Training will include quality of food, exemplary customer service, safe food handling and storage procedures, employee safety and safe work habits, proper sanitation and cleaning procedures, and appropriate appearance (dress, jewelry and hygiene)
- Gathers meal forecast information for purposes of purchasing necessary food and supplies, staffing and scheduling, and directing food preparation, deliver and service
- Order food and supplies as needed from the warehouse and approved vendors, maintaining accurate production records for food prepared& served
- Evaluate menus and recipes for continuous improvement in customer satisfaction and cost control for secondary and elementary schools
- Responsible for financial performance through achievement of targeted objectives, to include revenues, food cost, labor hours/cost and other supply costs
- Maintain accurate inventory records and controls
- Responsible for proper cash handling procedures, which includes recording daily cash sales, prepayments, preparing cash receipts for deposits, and security of change fund and petty cash as is assigned to their school. Prepares deposit for Complex
- Monitor and maintain accurate records for meals served by category (i.e. free, reduced and full pay students, adults and ala carte sales)
- Preparation of all related forms and reports to document kitchen activities& sales as required, and submit to the central office in a timely manner
- Assist with special functions/events as needed
- This may include food preparation, set-up and service, and clean up
- Actively participates in Leadership and All-Manager meetings
- Acts as an on-site liaison with students, school administrators, faculty, staff and visitors

**OTHER DUTIES**

- Performs related duties as assigned

JOB TITLE

JOB DESCRIPTION

KNOWLEDGE, ABILITIES AND SKILLS

- Knows and practices positive customer service skills
- Demonstrated leadership skills and ability to work cooperatively with others
- Commitment to quality through high standards and follow-up
- Ability to communicate effectively
- Basic computer skills
- Ability to handle cash properly and complete transactions and reports accurately
- Knowledge of volume food preparation methods, procedures and techniques
- Good working knowledge of safe food handling skills
- Knowledge of proper use and care of kitchen equipment
- Good planning and organizational skills
- Some knowledge regarding purchasing, staffing and scheduling
- Ability to plan and work independently to meet deadlines
- Good problem solving and decision making skills
- Ability to train and motivate others
- Shows initiative and creativity

QUALIFICATIONS

- High School diploma or equivalent
- Four years of experience in food service with some management and supervisory responsibilities

ORGANIZATIONAL RELATIONSHIPS

- Reports to Complex Manager
- Supervises personnel assigned to base kitchen and may assist in overseeing complex satellite schools

WORKING CONDITIONS

- Exposure to kitchen equipment and utensils
- Working near hot ovens in areas that may not be air conditioned
- Use chemicals for normal and regular cleaning of equipment and surfaces
- Move in and out of walk-in refrigerated units
- May work in area where a microwave is used
- Occasional use of personal vehicle to move around assigned complex and to attend to other district food and nutrition needs

PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-exempt

Before and After School Program  
Liaison

#### SUMMARY OF FUNCTION

Direct the Before and After School Program. Direct and support staff to meet needs of children with academics, enrichment, behavior modifications, and any physical/emotional conditions. Leads academic and recreational activities with students to promote positive social skills and teamwork.

#### ESSENTIAL JOB FUNCTIONS

- Ability to work a flexible, split-shift schedule
- Maintain effective classroom management, modeling appropriate behaviors and problem solving skills
- Collect and organize monthly supply fees
- Lead person in planning and executing activities (including teambuilding and health)
- Maintain monthly learning themes
- Attend orientation and training sessions
- Maintain consistent contact with Before and After School program staff and positive relationships with all school staff
- Request supplies as needed for the classroom
- Submit lesson plans to principal on a monthly basis
- Maintain positive relationships with all school staff and administration
- Assist with homework and other academic areas
- Relate to teachers any student successes and concerns
- Report all significant behavior concerns to site coordinator
- Document with a daily log student concerns and successes

#### OTHER DUTIES

- Other duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices operation of standard office appliances, including desktop computers, typewriters and copy machines
- Knowledge of classroom routine and general school procedures
- Ability to work effectively with all children
- Ability to operate keyboard devices at moderate speed
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others

#### QUALIFICATIONS

- High school diploma or equivalent, college courses preferred
- Prior experience working with elementary aged children (3-5 years) in a recreational setting
- Teambuilding experience

#### ORGANIZATIONAL RELATIONSHIPS

Reports to Principal

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in school classrooms, gymnasiums, or outdoors.

**PHYSICAL DEMANDS**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day, lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently sitting, standing, walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant, seeing, hearing, and talking.

**FLSA STATUS**

Non-exempt

**WORK YEAR**

Varies by student contact days

JOB TITLE

JOB DESCRIPTION

Behavior Assistant

SUMMARY OF FUNCTION

Assist Behavior Specialists in creating and implementing supports to enable students with behavior challenges to become effective within the school environment. This involves multiple short-term assignments throughout the school year.

ESSENTIAL JOB FUNCTIONS

- Create and adapt supports for students with challenging behaviors: initiate and participate in the development of behavior support plans, stabilize student behaviors and then fade the intensity of supports to enable greater independence of the student, and success for the classroom teacher and support staff
- Demonstrate that students can achieve academically and effectively integrate themselves into the educational environment with appropriate supports
- Provide supports and facilitate interactions that allow classrooms, playgrounds, etc. to be safe and respond to crisis situations that involve physical risk
- Enable staff members to more effectively team and coordinate services to meet student needs; act as a liaison and advocate with outside professionals and resource agencies
- Train Educational Assistants; model for and explain effective behavioral support strategies for classroom teachers, and other support staff; provide ongoing follow-up as needed
- Observe, record, and analyze student behaviors, academic progress, and task completion in order to plan more effective strategies and supports
- Research and disseminate literature regarding current behavior support and educational strategies to staff, parents, and other interested professionals
- Participate in team meetings, staffing, and parent conferences, acting as a temporary member of the team within the student's school
- Utilize charting and contracting strategies and instruct the supported student in inductive reasoning and the utilization of self-management strategies
- Actively participate in the clinical supervision process to improve performance
- Work independently and cooperatively with Behavior Team members
- Assist supervisors with other responsibilities and tasks as assigned

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of behavior challenges of students
- Ability to work effectively with behavior challenged students
- Ability to apply the methods and techniques of behavior management
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- Associates degree or equivalent
- Experience working with children or adults with emotionally challenging behaviors

ORGANIZATIONAL RELATIONSHIPS

Reports to Behavior Specialist.

WORKING CONDITIONS

The work is performed in a classroom.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical

JOB TITLE

JOB DESCRIPTION

positions require workers to lift and carry up to 100 pounds; climb stairs; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Behavior Intervention Specialist - ESSR II

#### SUMMARY OF FUNCTION

The Behavior Intervention Specialist will provide ongoing support to school staff regarding the emotional development and implementation of behavioral supports for students. Provides training, coaching, and modeling for staff in the area of behavioral supports and interventions for all students. Additionally, this individual will serve as a Tier 3 functional expert to support students with emotional regulation and behavioral management skill development.

#### ESSENTIAL JOB FUNCTIONS

- Collaborates with student support teams to design effective intervention strategies
- Conducts observations and collects data as necessary to support the development of behavioral and instructional strategies.
- Analyzes data to design effective intervention strategies for individual and groups of students
- Participates in the district's MTSS Collaborative Team and Student Support and Growth Team meetings
- Assists instructional staff (teachers and educational assistants) in learning support strategies and adaptive behavior alternatives
- Collaborates with school counselors, school psychologists, school social workers, and teachers to enhance implementation strategies
- Provides instruction and models various strategies and supports using a variety of methods
- Provides large and small group training to help students develop skills to support emotional regulation, behavior management, self-efficacy, and help-seeking behaviors
- Provides training, modeling, and professional learning opportunities for administrators and staff

#### OTHER DUTIES

Works directly with building level and district level administrative staff regarding students with behavioral challenges. Additionally, these requirements are representative, but not all inclusive, of minimum levels of knowledge, skills, and abilities. To perform this job successfully, the employee must be able to perform each essential duty satisfactorily. This job description in no way states or implies that these are the only duties to be performed by employees who occupy this position. Employees may be required to perform other related duties as assigned to ensure workload coverage as requested by their supervisor.

#### KNOWLEDGE, ABILITIES AND SKILLS

- Current knowledge of a variety of behavior support strategies
- Current knowledge of a variety of curricular modification/accommodation strategies
- Knowledge of trauma-informed and trauma-responsive practices
- Knowledge of using data analysis to develop and monitor instructional and behavioral interventions
- Ability to keep information about students and families confidential
- Utilize quality communication and organizational skills
- Apply knowledge of supportive classroom management and student discipline procedures
- Ability to form professional relationships with a variety of individuals
- Experience working with parents and children in difficult and sensitive situations
- Ability to present to small and large groups of students, parents, and staff

#### QUALIFICATIONS

JOB TITLE

JOB DESCRIPTION

**Required Qualifications:**

- Bachelor's degree and three years of related work experience working with and supporting students with significant behavior challenges in a school setting
- CPI certification must be obtained within the first 90 days

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**Preferred Qualifications:**

- Masters Degree in School Counseling, School Psychology, Special Education, Social Work or related field
- Experience working with culturally and linguistically diverse families and communities
- Experience working with school age youth with complex trauma backgrounds
- Multilingual
- ORGANIZATIONAL RELATIONSHIPS
- Reports to Executive Director of Student Success and Wellness or his/her Designee.
- WORKING CONDITIONS
- Work is performed in a typical school setting or office environment
- 
- PHYSICAL DEMANDS
- The work requires periods of physical activity. Typical positions require workers to walk or stand for long periods of time, lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.
- 
- FLSA STATUS
- Non-exempt/exempt (ESP are non-exempt, ExecPro are exempt)
- 
- WORK YEAR
- 185 Days
- 
- INR Funded by ESSER

Behavior Interventionist

**Summary of Function:**

Provides ongoing support to school staff regarding the development and implementation of behavioral and/or academic supports for students. Provides training/coaching/modeling for staff in the area of behavior supports/interventions for all students. Assists in the planning, development and implementation of behavior supports and curricular adaptations including Multi-Tiered System of Supports. Works with to prepare for and follow-up on the Teacher Training Lab Process

**Essential Job Functions:**

- Models behavior strategies and intervenes to provide support in situation where student's behavior is creating a barrier to learning.
- Collaborates with school-level staff members in development of plan for behavioral and instructional strategies.
- Conducts observations and collects data as necessary to support the development of behavioral and instructional strategies.
- Assist instructional staff in developing and implementing of data collection and analysis system.
- Assist instructional staff (teachers and educational assistants) in learning support strategies and adaptive alternatives.
- Assists school staff in administering and scoring specialized assessments for students with behavior challenges and students with autistic like characteristics
- Documentation of Coordinated Early Intervening Services for state and federal reporting purposes
- Collaborate with school psychologists, school social workers, school counselors and teachers to enhance implementation strategies.
- Provides instruction and models various strategies and supports using a variety of methods (i.e. handouts, coaching, modeling. etc.).
- Provides preparation and follows-up for schools who are part of the Teacher Training Lab process.
- Provides large and small group training to help staff develop required skills to support students with learning challenges.
- Works as part of a collaborative team in conjunction with the assigned Special Education Facilitator, Instructional Coach and School Staff.
- Provides Professional Development to staff as requested.

**Other Duties:**

Works directly with building level and district level administrative staff regarding students with behavioral challenges.

**Knowledge, Abilities and Skills:**

- Current knowledge of a variety of behavior support strategies.
- Current knowledge of a variety of curricular modification/accommodation

JOB TITLE

JOB DESCRIPTION

strategies.

- Current knowledge of State and Federal Special Education law, rules and regulations.
- Knowledge of using data analysis to develop and monitor instructional programs.
- Knowledge of general organization and functions of public school system.
- Good communication and organizational skills.
- Ability to form professional relationships with a variety of individuals.

**Qualifications:**

Requires Masters Degree in Special Education or related field. Applicant should have or be able to obtain a Colorado State License as a Special Education Generalist, Special Education -Severe Needs Affective, Special Education - Educationally handicapped, School Psychologist or School Social Worker; has a minimum of 3 years of experience supporting students with significant behavior challenges.

**Organizational Relationships:**

Reports to Executive Director of Special Education or his/her Designee

**Working Conditions:**

Work is performed in a typical school setting or office environment

**Physical Demands:**

The work requires periods of physical activity. Typical positions require workers to walk or stand for long periods of time, lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computers or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

**FLSA**

Exempt

**Work Year**

185 Days

**Salary Range**

Based on education level and years of experience using Teacher's Salary Schedule

Behavior Interventionist- Early Childhood

### **SUMMARY OF FUNCTION**

Provides ongoing support to school staff regarding the development and implementation of behavioral and/or academic support for young students. Provides training/coaching/modeling for staff around behavior supports/interventions for all students. Assists in the planning, development and implementation of behavior supports and curricular adaptations including Multi-Tiered System of Supports.

### **ESSENTIAL JOB FUNCTIONS**

- Models behavior strategies and intervenes to provide support in situations where student's behavior is creating a barrier to learning.
- ? Collaborates with school-level staff members in development of plan for behavioral and instructional strategies.
- ? Conducts observations and collects data as necessary to support the development of behavioral and instructional strategies.
- ? Assist instructional staff in developing and implementing of data collection and analysis system.
- ? Assist instructional staff (teachers and educational assistants) in learning support strategies and adaptive alternatives.
- ? Assists school staff in administering and scoring specialized assessments for students with behavior challenges and students with autistic like characteristics.
- ? Collaborate with teachers, Early Childhood Office team and other school personnel to enhance implementation strategies.
- ? Provides instruction and models various strategies and supports using a variety of methods (i.e. handouts, coaching, modeling. etc.).
- ? Provides large and small group training to help staff develop required skills to support students with learning challenges.
- ? Works as part of a collaborative team in conjunction with the assigned Preschool Coordinator, Early Childhood Office, and School/Special Education Staff.
- ? Provides Professional Development to staff as requested.

### **OTHER DUTIES**

- Other duties as assigned
- Works directly with building level and district level administrative staff regarding students with behavioral challenges.

### **KNOWLEDGE, ABILITIES AND SKILLS**

- ? Current knowledge of a variety of behavior support strategies.
- ? Current knowledge of child development and developmentally appropriate intervention strategies in early childhood.
- ? Current knowledge of a variety of curricular modification/accommodation strategies.
- ? Current knowledge of State and Federal Special Education law, rules, and regulations.
- ? Knowledge of using data analysis to develop and monitor instructional programs.
- ? Knowledge of general organization and functions of public school system.
- ? Good communication and organizational skills.
- ? Ability to form professional relationships with a variety of individuals.

### **QUALIFICATIONS**

- Requires Bachelor's Degree or Master's Degree in Special Education or related field. Applicant should have or be able to obtain a Colorado State License as an Early Childhood Special Education Teacher, Special Education Generalist, Special Education -Severe Needs Affective, Special Education - Educationally handicapped, School Psychologist or School Social Worker; has a minimum of 3

JOB TITLE

JOB DESCRIPTION

years of experience supporting students with significant behavior challenges and/or preschool-age children with special needs.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Early Childhood Education.

**WORKING CONDITIONS**

Work is performed in a typical school setting or office environment.

**PHYSICAL DEMANDS**

The work requires periods of physical activity. Typical positions require workers to walk or stand for long periods of time, lift, and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computers or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

**FLSA STATUS**

exempt

**WORK YEAR**

187 Days

Benefits Specialist

**SUMMARY OF FUNCTION**

The Benefits Specialist is responsible for administering the PeopleSoft HCM Benefits Administration System and must also have experience and knowledge relating to all aspects of Employee Benefits policy, procedures and administrative practices that support all active and inactive employees.

**ESSENTIAL JOB FUNCTIONS**

- Adhere to HIPPA regulations, privacy and policy procedures when handling personal information.
- Maintain a thorough working knowledge of PeopleSoft HCM data systems to include; Base Benefits (manual system), Benefits Administration (automated system) and eBenefits (employee self-service).
- Manage the functionality and operations of PeopleSoft Benefits Administration System tables, eligibility rules, benefit programs and events
- Process the automated system for all employee actions that HR has input in the system: new hires, position changes, miscellaneous changes, and terminations to ensure accurate benefit enrollment and paychecks.
- Attend weekly PeopleSoft meetings to discuss matters of mutual concern to those in attendance and collaborates with HRIS team to analyze system issues.
- Works with other departmental staff, especially those in Payroll, Human Resources and IT to support and enhance data processes and problem solving.
- Troubleshoot data entry and respond to HR and Payroll regarding benefit programs, leave plans and retirement plans
- Set up and manage Affordable Care Act (ACA) tables in PeopleSoft and collaborate with the IT department regarding ACA reporting and tracking of hours.
- Input data into the ACA eligibility table for new hires and status changes for existing employees.
- Ensure benefits compliance is met at a federal, state, and local level pertaining to benefit practices and ACA regulations and legislation
- Set-up, process, monitor and complete annual Open Enrollment through PeopleSoft Self-Service.
- Utilizes data queries to ensure accurate reporting and plan administration.
- Manages biweekly audit reports to ensure payroll accuracy.
- Maintains proper documentation for the maintenance of PeopleSoft Benefits Administration procedure manuals and more specialized training documents.
- Facilitates training on the PeopleSoft Benefits Administration system to individuals and departments.
- Assist in resolving employee problems resolving claims, billing, eligibility, usage of network, and plan interpretations with our benefit plan vendors
- Provides weekly Interface updates to vendors. (Medical, Dental, Vision, Life and COBRA)
- Assists with upgrades to PeopleSoft system by creating test scenarios, testing data, recording results and problem solving issues.
- Educate new and existing employees on benefit programs, plan documents, and eligibility requirements.
- Balance and reconcile monthly billing for all inactive employees
- Manage all plan enrollment, billing, documents and correspondences for inactive employees relating to LOA/FMLA, Disability, Dependents of Deceased and Retirement
- Recommends new office procedures and modifications to existing procedures to ensure a smooth and effective operation.
- May participate in the Benefits Insurance Committee as an ex officio member.
- Assist with the Early Retirement Incentive Program.
- Assist with the annual pre-retirement seminar.
- Collaborate with HR, IT and Payroll.

JOB TITLE

JOB DESCRIPTION

- Maintain excellent customer service.
- 
- **KNOWLEDGE, ABILITIES AND SKILLS**
- Thorough knowledge of federal, state and local legislation related to employee benefits
- Ability to effectively communicate, both orally and in writing to individuals as well as the entire employee workforce.
- Ability to maintain high quality customer service
- Ability to work effectively with other departments, other employees, carriers/administrators and the general public
- Ability to research complex benefits issues.
- Ability to research, develop and maintain PeopleSoft Benefits Administration
- Ability to work under deadlines; to be flexible in meeting the ever changing needs of the department
- Demonstrate experience with MS Word, Excel, Desktop Publisher, PeopleSoft Benefits Administration.
- 
- **OTHER DUTIES**
- Performs other related duties as assigned
- **QUALIFICATIONS**
- Bachelor degree in human resources or business administration or an equivalent combination of related education and experience may be considered
- Preference of three to five years' experience in benefits administration
- **ORGANIZATIONAL RELATIONSHIPS**
- Reports to Benefits Manager
- Interfaces daily with department staff, very often with payroll, IT department staff, Human Resources and district employees

**WORKING CONDITIONS**  
Work is performed in an office environment but may require some travel to meetings

**PHYSICAL DEMANDS**  
The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**  
Non-Exempt

**WORK YEAR**  
260 Days

JOB TITLE

JOB DESCRIPTION

Bindery Operator

**SUMMARY OF FUNCTION**

Performs all tasks related to bindery operation.

**ESSENTIAL JOB FUNCTIONS**

- Operates power collator, stapler and folder to produce complete work project
- Operates all equipment related to bindery operation as specified in job order
- Makes note pads as specified
- Delivers completed work to administration building
- Engraves plastic signs. Sets up manual engraving machine to specifications
- Receives stock, stores and tracks orders for confirmation

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of bindery work
- Ability to perform bindery work in a production setting
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- High School diploma or equivalent
- Six months of experience in bindery operations

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Production Supervisor

**WORKING CONDITIONS**

The work is performed in production printing.

**PHYSICAL DEMANDS**

The work is mostly standing while operating bindery equipment. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

Blank

Blue Star Project Manager

**SUMMARY OF FUNCTION**

Works to create equitable and accessible training opportunities in alignment with industry partners and local workforce demands. Will act as liaison between multiple school department to assure quality programming and continuity of practices are in alignment with program expectations and outcomes. Will manage student learning and training and facilitate district electronic recycling with BlueStar Recycling.

**DUTIES & RESPONSIBILITIES**

- Provides skill training and support necessary for successful employment. May include: analyzing tasks, providing systematic instruction, fading supervision and utilizing co-worker supports.
- Implements specific behavior management and social interaction techniques for assigned students as designated by the Special Education Transition Specialist/Team and CTE ACE/WBL teams or as appropriate in the work/community setting.
- Collects baseline and ongoing data as designed by the supervisor. Maintains records of student job performance and work history. Charts individual educational progress records in conjunction with certified team. Provides observations, opinions and feedback to team.
- Communicates regularly with BlueStar, CTE Director, SPED Facilitator and Director of Facilities to maintain calibrate efforts and maintain collaboration. Provides ongoing quality assurance
- May attend staff meetings and parent conferences when appropriate.
- Maintains work environment in accordance with job requirements when supporting students on job sites
- Maintains safe building conditions and coordinates with Building Manager for repairs and other support (spp)
- Maintains confidentiality of students' information and records.
- Performs other related duties as assigned or requested.

**EXPERIENCE**

1 to 2 years in related field of construction, industrial, machinery, or manufacturing processes.

**JOB QUALIFICATIONS**

- Have the ability to obtain a CTE endorsement in Manufacturing
- Ability to work one-on-one or in small groups with students
- Ability to work with adults in a team setting
- Experience with and the ability to use electric and hand tools and necessary PPE.
- Knowledge of OSHA regulations specific to the handling and of hazardous electronic materials
- CPR/First aid certification preferred
- General office equipment

JOB TITLE

JOB DESCRIPTION

- Partnership building/team work skills
- Must be able to obtain and maintain a Colorado Driver License according to District standards (a bi-annual motor vehicle record will be reviewed)
- Must meet insurability requirements of the Colorado School District Self Insurance Pool
- Completion of CCSD van driver training or District van driver training

WORKING CONDITIONS:

The work is performed in a work shop, warehouse, or industrial setting with occasional periods of administrative time at a desk.

Occasional bending, reaching, climbing

Heavy physical effort (lifting up to 100 lbs)

Pushing & pulling

Normal office environment

Working with others

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

WORK DAYS

202

FLSA

Exempt

Board of Education Specialist

**SUMMARY OF FUNCTION**

Assists the Board of Education in all areas of responsibility for the efficient and timely operations of the Board of Education office. Works collaboratively in conjunction with the Executive Assistant to the Superintendent and the entire office team to provide administrative support to meet the needs of the Board/Superintendent's Office.

**ESSENTIAL JOB FUNCTIONS**

Essential duties and responsibilities including the following. Other duties may be assigned.

- Assumes overall responsibility for administrative support to School Board under the direction and supervision of the Superintendent/designee
- Maintains an organized, efficient, professional office that supports the priorities of the Board of Education, the District Strategic plan, and the ongoing work of the District
- Acts routinely on behalf of the Board of Education
- Initiates activities to accomplish daily operations using discretion, confidentiality and excellent judgment
- Attends formal and informal Board of Education meetings
- Prepares minutes from recorded information, dictation or transcription of regularly scheduled Board of Education meetings
- Receives and sorts incoming mails
- Manages, maintains, and updates the Board of Education website and associated media content with current agenda, approved minutes, and relevant information
- Assists in drafting correspondence and communications on behalf of the Board of Education, including responses to common inquires or complaints from the community
- Performs secretarial and general operational duties for Board of Education office and if appointed as the Assistant to the Board of Education Secretary, performs those duties as assigned
- Compiles information from various departments for preparation of agendas for regularly scheduled Board of Education meetings, work sessions and public hearings and causes written notices of meetings for delivery twenty-four hours prior to the hour set for the actual meeting
- Assists with scheduling meetings, calendars, facility arrangements and catering for meetings/events, travel arrangements, etc. and maintains a master schedule for the Board of Education
- Types/word processes correspondence, reports, memos, forms, spreadsheets, etc.
- Organizes and manages files and records, including tracking of incoming Board of Education communications
- Manages, monitors, and maintains the Board of Education budget in collaboration with the Treasurer
- Responds to communications and answers questions from board members, parents, public and staff in a professional and timely manner
- Coordinates district elections with the School District's designated election officer and the county election department
- Prepares information packets for candidates for board elections, and the District 11 designated election official
- Complete special projects as assigned by the Board of Education, the President of the Board of Education, or Superintendent

**OTHER DUTIES**

- Adapt and work well under pressure of deadlines, maintaining composure and professionalism by demonstrating excellent prioritization skills while maintaining accuracy and attention to detail

JOB TITLE

JOB DESCRIPTION

- Maintain confidentiality of sensitive information related but not limited to personnel issues, grievances, arbitrations, collective bargaining with all employee groups, and legal matters affecting the District

KNOWLEDGE, ABILITIES AND SKILLS

- Possess a working knowledge of modern office practices and operation of standard office equipment, including but not limited to desktop computers, scanners, and copy machines and the ability to use them effectively
- Secretarial procedures as applied to functions of the Board of Education
- Basic bookkeeping procedures
- Work effectively in a fast paced environment with frequent interruption
- Use standard data base, spreadsheet and word processing software
- Excellent verbal and written communication skills
- Work cooperatively with multiple people (i.e. Superintendent, Executive Assistant to the superintendent, all Board members, attorneys, auditors, administrative staff, etc.) while keeping discretion in communications with all individuals
- Ability to work flexible/extended hours, which when necessary include late evenings, weekends and/or holidays
- Must be familiar with current Board Governance and Operations Policies
- Knowledge of Board Meeting Software/Program is preferred, but not required
- Knowledge of parliamentary procedures (Robert's Rules of Order) is preferred, but not required
- Knowledge of election procedures is preferred, but not required

QUALIFICATIONS

- High school diploma or equivalent
- Three years of high level administrative experience
- Proficiency with Microsoft Suite Proficiency with spreadsheets and data bases
- Experience using voice mail, fax, e-mail, text, internet and other communication technologies

ORGANIZATIONAL RELATIONSHIPS

Reports to Superintendent/designee. Formal evaluations conducted by the Superintendent/designee after receiving feedback/input from the Board of Education.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Broadcast Announcer

**SUMMARY OF FUNCTION**

under the direction of the Media Production Services Manager, the Media Production Broadcast Announcer is also a Segment Producer as well as the Production Assistant and this person assists in the operation and maintenance of LRS Media Production Services, including but not limited to voice over and live event announcing, Master of Ceremonies duties, scheduling, script writing, video shooting, editing, camera operation, lighting, duplication services, sound systems set-up and LIVE event production.

**ESSENTIAL JOB FUNCTIONS**

- Provides broadcast announcing of school sporting and event activities as well as access to media/video/television resources to support teaching and learning
- Assists the media/video production services manager to maintain all daily functions of media/video production services.
- As one of the districts recognized spokes persons the broadcast announcer will help maintain a positive working environment by displaying a professional, inviting manner in working with students, staff and community members.
- Position requires that a professional manner be observed at all times in public due to the public nature of the position and the reflection it has on the District.
- Provides creative LIVE On-Air announcing of scheduled broadcast events and hosts programs produced by the Media Production Department.
- Provides Master of Ceremonies duties for scheduled district events.
- Produces creative video segments including interviews, music video montages, bump material and graphical content to enhance broadcasts.
- Conducts research in various ways to gather and fact check information used to enhance broadcasts on topics that are relevant to the subject matter of the broadcast.
- Writes scripts for video segments that describe a key element of the subject material furthering to enhance the information being delivered on air.
- Works with the Athletics department, Athletics directors, coaches, students and community to gather and fact check information to enhance broadcasts.
- Works closely with the Communication Department to align communications to all stakeholders including producing short material for promotions or for the enhancement of broadcasts.
- Helps create promotional opportunities with community involvement to communicate the district's message with all stakeholders.
- Uses creativity to help staff deliver a superior product in multiple platforms wherever possible.
- Uses creativity to engage the minds of the students to enhance learning and citizenship.
- Assists with voice over work for District productions.
- Assists Media Production Manager in the operation of the departments' Collage Internship program.
- Works with students and staff to mentor them on best practices in the field of broadcast announcing, news talent, reporting, and Master of Ceremonies duties.
- Works with the Remote Production Coordinator and the Athletics department in the creation of a broadcast schedule.
- Works with school video production students and teachers to create program promotional material.
- Provides guidance, direction and works with the collage interns in order to complete the requirements of the daily operational tasks . These tasks include-
- Providing duplication services including graphic preparation for print labeling and packaging.
- Assisting with and operates the Board of Education remote camera system to broadcast meetings live on the district's cable channels and streaming to the internet.
- Creating podcast files to be posted to the district's web site.

## JOB TITLE

## JOB DESCRIPTION

- Transcoding audio and video files to fulfill work order requests.
  - Assisting with studio and field television/video production, including but not limited to lighting, audio, equipment set-up.
  - Assisting with studio set building.
  - Helping maintain studio equipment and lights, including the ability to climb and work on a 10 foot step ladder.
  - Assisting the media/video production services manager in conducting training programs for substitute and temporary staff.
  - Assisting with remote audio/sound setups and breakdowns.
  - Preparing and attaches labels to materials as needed.
  - Lifting and carries up to 50 pounds on a daily basis including transporting production equipment to field locations and shelving/re-shelving equipment on high and low storage areas.
  - Packing and organizing duplication work orders for delivery to schools by courier distribution or customer pickup.
  - Entering data into the character generator system, using District approved standardized process and format.
  - Entering schedule information into the A-list database for cable systems electronic programming guide.
  - Exporting A-list schedule information for posting on the Media Production Television Schedule.
  - Creating/maintaining information on the Media Production website for duplication requests, Live Event Programming schedules, daily broadcast schedules, podcasts and department services offered.
  - Creating playlist data for the broadcast automation system used for daily playback on cable systems.
  - Tuning satellite equipment to broadcast and record satellite feeds.
  - Inspecting, cleaning, and putting away equipment after each use. Completing paperwork for needed equipment repair.
  - Creating and maintaining database for tape, DVD and video server libraries, including related files.
  - Purges of old promotional information from an active role on the video server, character generator and website while maintaining an archive copy for review, record keeping and departmental data processing.
- Facilitates administrative functions
- Assists the media/video production services manager with the configuration of hardware, software, and professional development services to provide timely services.
- Leads and facilitates collaboratively
- Participates in television/video/technology related professional development activities.
  - Assists with the identification and provision of opportunities for the media/video production services to serve as a learning and technology-rich organization
- Analyzes and solves problems effectively
- Collaborates with the media production services manager to resolve site concerns.
  - Collaborates with appropriate stakeholders to solve problems effectively.
- Organizes complex tasks and processes
- Assists the media production services manager with the development of systems for: inventory, repair records, hardware and software troubleshooting, equipment location, video tape resource catalog maintenance and replacement/upgrade of television/video/technology equipment.
- Communicates with stakeholders
- Assists media production services manager and users in implementing and monitoring district policies, procedures and security controls.
  - Assists in communicating to school communities.
  - Serves as a public relations representative for the LRS and the District.

JOB TITLE

JOB DESCRIPTION

OTHER DUTIES

- Performs all other duties/work as assigned.

KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrated speaking ability and tonal quality suitable for broadcast announcing
- Demonstrated knowledge, competence and skills in the purpose and role of television/video production
- Ability to work a flexible schedule including early mornings, nights and weekends
- Demonstrated competence to lift and carry camera/video equipment on location shooting, including loads up to 50 pounds on a daily/weekly basis
- Ability to operate keyboard devices at moderate speed with a high accuracy rate
- Ability to perform general clerical routines quickly and efficiently
- Ability to foster and manage change
- Ability to use video cameras, computers, VCRs, video projectors, scanners, e-mail, fax and copy machines and other related television/video/technology equipment
- Ability to drive production van(s).
- Demonstrated abilities in organizational, human relations, oral and written communications skills
- Ability to work cooperatively with others and as a team member.

QUALIFICATIONS

- Bachelors degree or seven years of related professional work experience
- Valid Colorado Driver’s License
- Safe driving record
- Minimum of two years of broadcast television or radio announcing experience
- Television/video and/or technology experience required
- Demonstrated technical competencies in video and computer hardware and software

ORGANIZATIONAL RELATIONSHIPS

- Reports to and is evaluated by the Manager of LRS Media Production Services

WORKING CONDITIONS

Work is performed in a television/video production studio but will include field location work. Standard work hours are 8am – 5pm, Monday thru Friday, but work in mornings, evenings and weekends will be required as needed.

PHYSICAL DEMANDS

The work is regularly active with periods of moderate to heavy physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs or ladders; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects, recognize colors, detect odors, and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Budget Financial Analyst

**SUMMARY OF FUNCTION**

Assists in the preparation of the annual budget, prepares budget reports, maintains human resource budgetary job cost accounting system, and performs on-going account analysis and projections identifying potential problem areas related to the human capital management system.

**ESSENTIAL JOB FUNCTIONS**

- Maintains human resource budgetary accounting system
- Monitors human resource management system expenditures in all funds
- Prepares variance reports and assists budget managers in identifying the cause of significant variances and in the preparation of budget or expenditure transfer requests
- Responsible to analyze and recommend procedures and systems to improve, simplify, and provide budgetary services to schools and departments
- Conducts analysis of salary and benefit expenditures and makes projections related to budgeted spending levels
- Review requests for budget transfers for compliance with board policy and state laws
- Prepares statistical and analytical data as required to ensure timely processing of human resource system accounting data
- Prepares budget data reports to local, state, and other agencies
- Attends budget development meetings with budget managers and provides in-service training as necessary
- Assists in the preparation of the budget calendar, budget guidelines, and budget development process
- Serves on various ad hoc committees representing the Budget Office
- Assists in reviewing adequate budget support for board approved staffing levels
- Maintains current knowledge of school district finance and budget laws and regulations
- Provides spreadsheet, database, and word-processing support to the budget office

**OTHER DUTIES**

- Serves as back up to financial system budget analyst
- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of budgeting principles and practices as applied to public school budgeting
- Ability to perform sound budgetary analysis and take or recommend appropriate actions regarding budgetary matters
- Ability to use accounting and budgeting software, standard database, spreadsheet, and word-processing software effectively
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- Bachelor's degree in accounting or related field
- Three years' experience in government budgetary work

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Budget and Planning.

**WORKING CONDITIONS**

The work is performed in a typical office environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Routine timelines in other departments may create the need for overtime work

JOB TITLE

JOB DESCRIPTION

to be performed.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Budget Financial Analyst I

**SUMMARY OF FUNCTION**

Assists in the preparation of the annual budget, prepares budget reports, provides position control functions, maintains human resource budgetary accounting system, and performs on-going account analysis and projections identifying potential problem areas related to the human capital management system.

**ESSENTIAL JOB FUNCTIONS**

- Participates in the budget process, ensures that all positions budgeted are also appropriately entered in the position control system, ensures changes made to positions during the budget process are updated in the system, generates reports to verify employees and positions are assigned to the appropriate school site or department
- Develops and maintains the Districts personnel tracking system, calculates the cost of changes and ensures all approvals are received
- Monitors personnel levels and ensures they are in compliance with approved budget
- Responsible for approving staffing requisitions as related to approved budget
- Assists with accounting functions including bank and general ledger reconciliations, fixed asset tracking, audit workpaper preparation, journal entries and other related duties
- Prepares, updates, maintains and processes a variety of forms, reports, spreadsheets, bulletins, records, schedules, list and files according to established policies, procedures, regulations and laws; verifies and posts information as necessary to ensure completeness and accuracy; composes and prepares letters, memoranda, lists and other materials
- Assists with upgrades to PS system by assisting in test case scenarios, testing data, recording results and problem solving issues
- Responsible to analyze and recommend procedures and systems to improve, simplify, and provide budgetary and financial services to schools and departments
- Conducts analysis of salary and benefit expenditures and makes projections related to budgeted spending levels
- Review requests for budget transfers for compliance with board policy and state laws
- Prepares statistical and analytical data as required to ensure timely processing of human resource system accounting data
- Prepares budget data reports to local, state, and other agencies
- Attends budget development meetings with budget managers and provides in-service training as necessary
- Assists in the preparation of the budget calendar, budget guidelines, and budget development process
- Serves on various ad hoc committees representing the Financial Services Office

**OTHER DUTIES**

- Serves as back up to other financial services staff as needed
- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of budgeting principles and practices as applied to public school budgeting
- Ability to perform sound budgetary analysis and take or recommend appropriate actions regarding budgetary matters
- Ability to use accounting and budgeting software, standard database, spreadsheet, and word-processing software effectively
- Maintains current knowledge of school district finance and budget laws and regulations
- Maintains current knowledge of CDE chart of accounts.
- Ability to communicate effectively

JOB TITLE

JOB DESCRIPTION

- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- Bachelor's degree in accounting or related field
- Three years' experience in government budgetary work

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Financial Services

**WORKING CONDITIONS**

The work is performed in a typical office environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Routine timelines in other departments may create the need for overtime work to be performed.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Building Automation Controls Specialist

**SUMMARY OF FUNCTION**

Perform installation and maintenance services on all types of control systems associated with commercial building automation, including digital, electronic, electro-mechanical, and pneumatic. Tests, troubleshoots, diagnoses and repairs all types of building automation and energy management equipment and software. Some on-the-job training and informal training using local building automation and digital controls contractors will be provided to assist in gaining skills for the essential job functions related to control systems. Responds to emergency situations during and after normal working hours.

**ESSENTIAL JOB FUNCTIONS**

- As an Essential Employee, carries a District cell phone to respond to emergencies during and after normal business hours
- Perform building automation system start up and commissioning on digital and pneumatic control installations
- Must be able to analyze and troubleshoot trended data of HVAC equipment
- Must have extensive HVAC, systems, and control/interlock wiring knowledge
- Develop, install, and maintain all types of DDC networks
- Perform project Installations: coordinate installation and operation of building automation systems
- Develop and implement procedures for acceptance of completed work and monitor contractors
- Develop and update control drawings using various software, including drafting and word processing programs
- Proficient in MS Word, Excel, and Outlook
- Work with the Chief of Mechanical Systems or Assistant Mechanical Engineer to develop and implement District building automation standards
- The Standards are to include, but not limited to, equipment sequencing, network access and D.D.C network security measures, accepted network types, and work practices
- Maintain a database and control drawing libraries to be available on the District Intranet and Internet web sites for all HVAC technicians and approved Contractors
- Understand and maintain computer file structures on the Network Supervisor main frame server
- Must be have experience or be willing to train with programming in supervisory software. To include, but not limited to:
  - Understanding of various graphical file formats, such as JPG, and Tridium
  - Build, develop, and track all equipment schedules
  - Understand and maintain SQL databases
  - Understand basic Internet network protocols and addressing, understands software interfaces with DDC LANs and MANs
  - Understand basic HTML programming
  - Know how to update software files
  - Know how to read, write, and develop java-script programming
- Must work with and prioritize projects involving the Energy Manager/Coordinator, Chief of Mechanical Systems, Mechanical Shop, Electrical Shop, Alarm Shop, Security Department, school staff, and Grounds Shop personnel to provide building automation support
- Provide training for HVAC technicians on various control systems, sequences, and equipment of installed systems. Provide training for Building Managers to use building automation systems

- Must be able to recommend improvements to the D.D.C Network infrastructure and energy management strategies
- Must coordinate with the IT department to insure proper back-up of all database files, weekly update network supervisory software, and perform maintenance on Network Supervisor main frame server
- Must coordinate with the IT department to troubleshoot Intranet communication problems
- Performs related duties as assigned weekly

#### OTHER DUTIES

- Perform related work as required

#### KNOWLEDGE, ABILITIES AND SKILLS

- Ability to read and understand contracts, construction drawings, and specifications
- Ability to work cooperatively with others
- Must have strong computer skills in both standard and proprietary software packages
- Ability to work independently and in teams

#### QUALIFICATIONS

- High School Diploma or equivalent
- Must be able to obtain and maintain a Colorado Driver License according to District standards (a bi-annual motor vehicle record will be reviewed).
- Four years of experience in HVAC equipment installation and repair, plus either:
  - Associate Degree in a closely related technical field from an accredited program, or
    - 4 years additional experience appropriate to qualify working as an independent Journeyman, or Mech4 license
    - Knowledge of UMC, NFPA, UPC, NEC and state and local codes
  - EPA Certification for reclamation, recovery and disposal of refrigerants
  - Experience on PC'S, main frame servers and lap top computers

#### ORGANIZATIONAL RELATIONSHIPS

Reports to Mechanical Shop Supervisor.

#### WORKING CONDITIONS

- The work is performed in a shop and on job sites
- Works on ladders, in attics, and tunnels
- Must be aware of Asbestos hazards
- Performs duties outdoors in varied weather conditions
- Requires occasional heavy lifting
- Work may be performed in uncomfortable, cramped quarters, or high places
- Frequently exposed to hazards related to working with steam, hot water, and heavy equipment
- Works with electrical hazards

#### PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

#### FLSA STATUS

JOB TITLE

JOB DESCRIPTION

Nonexempt  
WORK DAYS  
260

**JOB TITLE****JOB DESCRIPTION**

Building Mechanic

**SUMMARY OF FUNCTION**

Inspects mechanical and operating equipment for district facilities. Performs related minor mechanical repairs.

**ESSENTIAL JOB FUNCTIONS**

- Opens and unlocks building for daily use
- Turns off alarms, raises flags, unlocks parking lots and turns on necessary lights
- Checks major building mechanical facilities
- Performs tests on boiler room equipment, swimming pool, ventilation equipment, etc.
- Performs preventative maintenance as needed
- Inspects temperature control units in building
- Insures proper room temperature throughout the building
- Repairs and adjusts major and minor mechanical equipment as needed
- Changes light bulbs; fastening and tightening fixtures; repairing door closures, lockers; repairing furniture, chalk boards and other items
- Reports mechanical issues to supervisor
- Actively participates in all phases of maintenance including routine cleaning of all areas of building and other required maintenance
- Responsible for pool water quality control to include proper dispensing and storage of pool chemicals; system component maintenance to include chemical dispensing equipment, pumps, filters, etc.; verification of daily inspection and preventative maintenance checklists as well as following written procedures and standards

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the operation and maintenance of building mechanical equipment and systems
- Ability to maintain and make minor mechanical repairs to building mechanical equipment and systems
- Ability to supervise others in the work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade
- Ability to read and understand MSDS sheets, work orders, invoices, etc.

**QUALIFICATIONS**

- High School diploma or equivalent
- Applicant must possess or be eligible to obtain a Certified Pool Operator (CPO) certificate within 6 months of employment

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Building Manager and leads the work of technical staff.

**WORKING CONDITIONS**

The work is performed in District buildings.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and

**JOB TITLE****JOB DESCRIPTION**

hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

**Building Technician****SUMMARY OF FUNCTION**

Performs all maintenance and minor repair as assigned.

**ESSENTIAL JOB FUNCTIONS**

- Conducts general cleaning/maintenance and minor repairs
- Sweeps, mops and buffs floors, vacuums carpeted areas, cleans restrooms and checks boilers, air conditioning and ventilation units
- Assists with lunchroom set up and cleaning
- Cleans tables, wet mops, and spray buffs; sets up tables and removes trash
- Locks and unlocks building(s)
- Checks for needed repairs and maintenance and performs the work as needed
- Reports to building manager and/or night manager
- Cleans and maintains tools and equipment in working condition
- Assists with maintaining necessary supplies
- Responds to special requests from building administration, staff and other users of the facility
- Performs outdoor maintenance and repair including mowing, watering, snow removal, playground equipment checks and other seasonal tasks as needed
- Assists with community school activities as required

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of building custodial work
- Ability to perform building custodial and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

High School diploma or equivalent.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Building Manager.

**WORKING CONDITIONS**

The work is performed in District buildings.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

Building Technician (TESLA)

**SUMMARY OF FUNCTION**

Maintains the building and grounds to insure safe, orderly and operationally sound functioning of the building.

**ESSENTIAL JOB FUNCTIONS**

- Performs all routine cleaning including vacuuming or buffing and sweeping floors, cleaning fixtures such as sinks, toilets, drinking fountains and emptying waste baskets and stocking of custodial closets
- Monitors systems such as heating, air conditioning and security including locking/unlocking of building
- Checks for needed repairs and maintenance and if necessary reports needs to building manager/night manager
- Assist building staff and other facility users.
- Maintains pleasant and courteous communications with board members, administrative staff, building staff and general public
- Assists with maintaining necessary supplies
- Performs heavy lifting to include setup/break downs of furniture based on the needs of meetings/trainings
- Raises and/or lowers the flags
- Ability to change assigned hours if needed to meet the needs of the facility
- Performs outdoor maintenance and repair including mowing, watering, snow removal, and other seasonal tasks as needed

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of facilities services including janitorial work, building operations, building security, room set and use, and related building service activities
- Ability to perform facilities services efficiently
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

High school diploma or equivalent  
Previous custodial experience

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Building Manager/ Night Manager

**WORKING CONDITIONS**

The work is performed in and around building

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch, and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

Bus Assistant

SUMMARY OF FUNCTION

Responsible for the care and control of students when loading, unloading and during transporting process on the school bus.

ESSENTIAL JOB FUNCTIONS

- Monitor the boarding and departure of students on the bus
- Ensures that students are safely seated (seat belts, safety vests, car seats) and that wheelchairs are securely tied-down when required
- Performs daily pre-trip checks on wheelchair tie-down systems and adaptive seating devices utilized on the buses
- Reports damaged inoperable or missing equipment to the driver
- Assists the driver with maintaining the interior cleanliness of the bus to which they are temporarily assigned
- Monitor the students during the ride to ensure bus rules and regulations are followed
- Reinforce railroad crossing regulations and assist driver with explaining and practicing bus evacuation procedures
- Assists students with entering and exiting the bus and finding assigned seating positions
- Works in cooperation with staff at program sites serviced by that specific route
- Responsible for completing student attendance logs on a daily basis as required and/or requested by a supervisor
- Maintains documentation of student behavior, completing discipline reports as required and/or requested by a supervisor
- Implement disciplinary actions when needed to ensure a safe ride
- Assist driver in preparing written bus safety reports for the purpose of keeping parents, schools and Transportation Department informed of disciplinary problems
- Perform first aid/CPR when required
- Monitor and respond to physical, mental and emotional needs of all students being transported Monitors the well being of student passengers
- Attends to students during medical emergencies, for example, seizures or suctioning
- Assistants are responsible for maneuvering wheelchairs onto and off of lifts and secures the wheelchair with tie-downs on the bus. May need to blanket drag or lift students

OTHER DUTIES

- Performs all other related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of applicable laws, rules, policies and procedures governing transportation of students.
- Basic math, writing, and communication skills
- Basic knowledge of District rules
- Ability to reason with students
- Operating knowledge of two-way radio, all safety restraint systems and fire extinguisher
- Capable of applying and wearing district provided safety equipment
- Capable of communicating effectively
- Capable of working cooperatively with others and be a team player

QUALIFICATIONS

- High School Diploma/equivalent
- First Aid/CPR certificate

ORGANIZATIONAL RELATIONSHIPS

JOB TITLE

JOB DESCRIPTION

Reports to the Operations Manager. Works with school bus drivers providing assistance to them in performing their non-driving duties.

**WORKING CONDITIONS**

While performing the duties of this job, the employee is regularly exposed to moving mechanical parts, outdoor weather conditions, and vibration. The employee is occasionally exposed to wet and/or humid conditions, toxic or caustic chemicals, extreme cold and extreme heat, elevated noise levels.

**PHYSICAL DEMANDS**

The work involves riding in a school bus. Typical positions require worker to be capable of climbing stairs, crawling, bending, kneeling, reaching, pushing, pulling, lifting at least 60 lbs. Occasionally required to push, pull or drag up to 60 lbs. Must be able to hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Non-Exempt

Revised 8/6/2015

JOB TITLE

JOB DESCRIPTION

Bus Driver

SUMMARY OF FUNCTION

Transport students (others as directed) to and from school, school to school, or to school related events.

ESSENTIAL JOB FUNCTIONS

- Performs pre and post trip inspection of district vehicles to comply with all rules of US Department of Transportation, Colorado Department of Education and D-11 regulations, policies and standards
- Performs all emergency functions including evacuations (rear exit, window exit and roof exit as required)
- Attends to all medical emergencies, for example, seizures or suctioning, etc.
- Responsible for driving district vehicles used for transporting students / passengers
- Provides instruction and direction to passengers as necessary
- Responsible for student management / maintaining discipline on the bus
- Performs administrative responsibilities including but are not limited to: development of seating charts, documenting student conduct, maintaining records, documenting maintenance related issues, working hours, logs, accident reports, etc.
- Fuels and cleans transportation vehicles
- Performs responsibilities as a bus assistant to include, but not limited to: Securing special needs / preschool riders in wheel chair restraints, safety vests, car seats and other ancillary equipment as necessary
- Assists students as needed to board and exit the bus to include placing / maneuvering wheelchairs on and off lifts
- Uses two-way radio to communicate with base station regarding special conditions as necessary

OTHER DUTIES

- Performs all other related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of applicable laws, rules, policies and procedures governing vehicle / school transportation operations
- Ability to operate all district transportation vehicles
- Ability to apply and wear district provided safety equipment
- Ability to perform pre / post trip requirements unassisted
- Ability to communicate effectively
- Ability to work cooperatively with others and be a team player

QUALIFICATIONS

- Be a minimum of 21 years of age
- High school diploma/equivalent
- Pass the annual Colorado Department of Education School Bus Operators Test (written and skills)
- Meet District's requirements for insurability Within 90 days of hire, applicants must:
  - Possess current First Aid Certificate and CPR

ORGANIZATIONAL RELATIONSHIPS

Reports to the Operations Manager. Works in cooperation with Team Leader, dispatchers, route schedulers, drivers, school staff and security.

WORKING CONDITIONS

Performed on school buses, on the lot and at schools / serviced locations. In all weather conditions.

PHYSICAL DEMANDS

JOB TITLE

JOB DESCRIPTION

The work involves operating a district vehicle. Typical positions require worker to be capable of climbing stairs, crawling, bending, kneeling, and reaching. Dragging and lifting from floor to shoulder height 60 lbs. on an occasional basis. Pushing, pulling, and carrying up to 50 lbs. on an occasional basis, and lifting shoulder to overhead 20 pounds on an occasional basis. Must be able to hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors. Must pass the U.S. Department of Transportation (DOT) Medical Examination. Subject to USDOT approved substance abuse testing program.

FLSA STATUS  
Non-exempt

JOB TITLE

JOB DESCRIPTION

Bus Driver Trainer

SUMMARY OF FUNCTION

Assists in training bus drivers and other district personnel in defensive driving techniques and other issues related to transporting students.

ESSENTIAL JOB FUNCTIONS

- Conducts classroom training sessions and seminars related to safe driving techniques, equipment care, safety techniques and first aid procedures
- Assists in analyzing training needs and developing new training courses
- Conducts individual driver training and testing sessions on obstacle course and roadway and evaluates driver performance
- Records and analyzes computer data related to driver safety and training which includes monitoring related traffic information, motor vehicle records, accident reports, etc.
- Performs all duties of other driver positions as necessary
- Performs initial screening and interviewing of applicants and refers recommendations to supervisor
- Prepares written requests to and provides information to the Department of Motor Vehicles to identify drivers who have passed a "stopped" school bus
- Prepares annual school bus license renewal package
- Plans and schedules school bus evacuation drills
- Conducts training updates and instructions on new equipment, changes in rules and regulations, etc.

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of applicable laws and rules governing vehicle operation
- Knowledge of effective methods and techniques of training
- Ability to effectively plan and present training courses on bus driving and related subjects
- Ability to operate a school bus safely

QUALIFICATIONS

- High School diploma or equivalent
- Must be able to obtain Certified Bus Instructor and Certified Defensive Driver certificates
- Must be able to obtain Red Cross certification to teach first aid
- Must have citation free driving record for past three years
- Two years of experience as a bus driver
- Valid driver license

ORGANIZATIONAL RELATIONSHIPS

Reports to Safety and Training Coordinator.

WORKING CONDITIONS

The work is performed on school buses.

PHYSICAL DEMANDS

The work involves operating a school bus. Typical positions require worker to be capable of climbing stairs, crawling, bending, kneeling, and reaching. Dragging and lifting from floor to shoulder height 60 lbs. on an occasional basis. Pushing, pulling, and carrying up to 50 lbs. on an occasional basis, and lifting shoulder to overhead 20 pounds on an occasional basis. Must be able to hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors. Must pass the U.S. Department of

JOB TITLE

JOB DESCRIPTION

Transportation (DOT) Medical Examination. Subject to USDOT approved substance abuse testing program.

FLSA STATUS  
Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Bus Mechanic I

## SUMMARY OF FUNCTION

Responsible for assisting in the maintenance and repair of all vehicles in the district's fleet. Works on a wide variety of school district vehicles including school bus, trucks, vans, automobiles, grounds maintenance equipment, and other automotive equipment.

## ESSENTIAL JOB FUNCTIONS

- Work is generally performed during one of two shifts under the direction of the lead/certified mechanic on that shift
- Assists other mechanics in the performance of their responsibilities as required
- Performs work assigned by verbal means or written orders
- Completes assignments independently in accordance with standard practices of the mechanic's trade work is subject to inspection while in progress and upon completion
- Performs basic troubleshooting, diagnoses and repair of electrical and mechanical problems on both gas and diesel engines
- Troubleshoots and repairs both hydraulic and air brake systems
- Responds to service calls, working in adverse weather
- Completes written reports for time and materials on work orders, materials/parts lists, and other correspondence required to fulfill job tasks
- Keeps accurate records of work performed
- Helps maintain computer database by entering work orders, work performed, and parts ordering. Works in conjunction and cooperation with the transportation parts purchaser to ensure adequate parts inventory for high turnover items to support timely repairs
- Maintains a clean and organized work environment to promote safety and professionalism
- Practices safe work habits
- Assists vehicle/school bus drivers and equipment operators as required to ensure the correct and safe operation of all equipment

## OTHER DUTIES

- Performs other related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- General vehicle maintenance knowledge on the following: diagnosis and repair of gasoline and diesel engines, transmissions, suspension, steering, brakes, electrical, drive train and computerized systems
- Knowledge of mechanics hand and power tools
- Ability to communicate and work effectively and cooperatively with others and provide assistance – customer support to operators and maintainers regarding vehicle inquiries and problems
- Ability to read and understand repair manuals and written instructions daily
- Ability to utilize computer and maintenance management database for entry of information pertaining to equipment control and maintenance
- Ability and skill to use tools, equipment and materials necessary to perform major vehicle and equipment repair

## QUALIFICATIONS

- High School diploma or equivalent
- Minimum of one to three years of general automotive experience
- Valid Colorado driver's license with good driving record and ability to obtain Commercial Driver's License (CDL) within six months of employment
- Must be able to obtain CPR and First Aid Certificates within three months of employment
- Capable of working toward and completing Automotive Service Excellence (ASE) Master Certificate (automobile or truck) during first year of employment

JOB TITLE

JOB DESCRIPTION

- Must own required tools

ORGANIZATIONAL RELATIONSHIPS

Reports to the Transportation Fleet Maintenance Manager.

WORKING CONDITIONS

Performed in a shop environment at the Transportation Maintenance Facility and/or at various schools serviced locations outside. Occasionally working under undesirable weather conditions while on emergency service calls.

PHYSICAL DEMANDS

This work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds, climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing and to detect odors. Conforms to the physical requirements outlines in DOT Federal Motor Carrier Regulations.

FLSA STATUS

Nonexempt

Business Manager - Grants Office

**SUMMARY OF FUNCTIONS**

The Grants Business Manager performs a wide-range of tasks that includes complex budgeting, accounting, reconciliation and procurement functions. Other roles are analysis of budget trends and spend down, implementation of governmental fiscal policy and regulations, interpretation of statutes at the local, state and federal levels, and tracking of multiple funding streams that comprise the Designated Purpose Grants Fund (DPGF), formula and competitive grants, and the General Fund. Manager is responsible for developing and providing formula and competitive grant fund reports to the Director of Grants, executive leadership, and external auditors.

**ESSENTIAL JOB FUNCTIONS**

- Performs usual and customary accounting functions for all departmental revenue and expenditure accounts
- Prepares budget data reports for local, state, and federal agencies
- Maintains current knowledge of Generally Accepted Accounting Principles (GAAP), governmental accounting and financial reporting standards as promulgated by the Governmental Accounting Standards Board (GASB), school district finance and budget laws and regulations
- Drafts original and amended required financial reports to federal and state agencies
- Works to create and maintain systems of checks and balances to assure data integrity at all levels
- Provides Director of Grants and other district administrators with accurate and timely financial information
- Analyzes and monitors departmental authorized FTE and performs associated budgeting tasks
- Conducts accounting/financial related activities for all grants in the DPGF including preparation of adopted budget modifications and forecasts, requests for funds, accounts receivable, reconciliations, and approvals of timesheets, purchase orders, invoices, check requests.
- Serves as the District Grant Fiscal Point of Contact and assists independent auditors with grant fiscal information required for annual audit
- Trains office staff in accounting and analytical skills, use of the PeopleSoft system (financial and HR/payroll) and related departmental procedures
- Works with grants clerks, project directors, the director of grants and others to resolve financial issues as well as issues related to grants compliance (especially fiscal), purchase cards, timesheets, grant spenddown, grant match, program income, etc.
- Oversees the completion of the Schedule of Expenditures of Federal Awards (SEFA) report, including assisting in the preparation of the Comprehensive Annual Financial Report (CAFR) for external auditors
- Provides quarterly major grant spending, spend-down and carryover reports to District administration
- Tracks and collects all indirect costs to the general fund on a quarterly basis
- Reconciles Sub-recipient Report from Colorado Department of Education (CDE) on an annual basis
- Liaisons with Business Services, Human Resources, Information Technology, Title I, Special Education, Food and Nutrition Services and other Divisions and/or departments as assigned and works closely with grant project directors

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Thorough working knowledge and advanced skills in applied governmental accounting principles and practices
- Working knowledge of federal, state and CDE fiscal policies
- Knowledge of budgeting/accounting principles and practices as applied to public school accounting

JOB TITLE

JOB DESCRIPTION

- Ability to perform budgeting/accounting analysis and prepare financial reports
- Knowledge of Single Audit and project audit requirements, processes and procedures
- Knowledge of federal grant regulations, including Office of Management and Budget guidelines and regulations
- Proven ability to efficiently and effectively juggle multiple priorities in a demanding office environment
- Ability to use accounting/budgeting software and standard database spreadsheet and word-processing software effectively
- Strong written and oral communication skills
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**MINIMUM QUALIFICATIONS**

- Bachelor’s degree in accounting or related field;
- Minimum five years’accounting experience.

**PREFERRED QUALIFICATIONS**

- Experience in governmental accounting procedures;
- Experience with PeopleSoft accounting and human resource database system
- Experience with federal/state grants and related regulations;
- CPA or MBA preferred.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by Director of Grants.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing. Routine timelines in other departments may create the need for overtime work to be performed.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Business Manager - Special Education

**SUMMARY OF FUNCTIONS**

The Business Manager performs a wide range of sophisticated tasks that include complex budgeting, accounting, reconciliation and procurement functions. Other roles include analysis of budget trends and spend down, governmental fiscal policy and regulations, interpretation of statutes at the local and federal levels and tracking of the multiple funding streams that comprise the Designated Purpose Grant Fund, Formula/Competitive Grants, and/or the General Fund.

**ESSENTIAL JOB FUNCTIONS**

- Performs usual and customary accounting functions for all departmental revenue and expenditure accounts
- Drafts original and amended annual and semi-annual financial reports to the Colorado Department of Education and/or appropriate federal offices
- Performs accounting/financial related activities for federal grants in the DPGF including budget modifications and forecasts
- Oversees and/or supervises assigned support staff
- Analyzes and monitors departmental authorized FTE and performs associated budgeting
- Liaisons with Business Services, Human Resources, Information Technology and other Divisions and/or Departments as assigned

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- The Business Manager must have diverse knowledge and abilities in multiple areas of fiscal practice. Advanced skills in applied public school accounting are essential
- Working knowledge of Government Accounting Office (GAO) regulations and Colorado Department of Education (CDE) fiscal policies is required
- A skill in analysis and synthesis with fiscal data should be demonstrated by the Business Manager in the generation of complex spreadsheets and the design/development/operation of software systems
- Knowledge of accounting principles and practices as applied to public school accounting
- Ability to analyze accounting data and prepare financial reports
- Knowledge of Colorado Department of Education's financial policies and procedures concerning federal/state grants
- Ability to use spreadsheet and database software effectively
- Ability to communicate effectively in writing and orally
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- Bachelor's degree in accounting or related field
- Five years' experience in governmental accounting procedures.
- Experience with federal/state grants and CPA preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by Executive Director of Special Education or designee.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical

JOB TITLE

JOB DESCRIPTION

positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Business Manager, Food & Nutrition Services

**SUMMARY OF FUNCTION**

Assists the department Director with the development and monitoring of department financial goals, financial projections, budgets, financial reporting and data analysis. Oversees and directs workflow in the Food & Nutrition Services office.

**ESSENTIAL JOB FUNCTIONS**

- Supervise, direct, plan, and coordinate the duties of the accounting related FNS Office staff to ensure:
- Accurate and timely payment/collection, recording, and reporting of expenditures and receivables,
- Excellent service is provided by the FNS Office to all internal and external customers of the CSSD11 Food& Nutrition Services Department
- Performs usual and customary accounting functions for all food service program accounts
- Help Food and Nutrition Services continue to meet its Mission and Goals by providing objective support, influence, and leadership in the areas of control, planning, financial analysis, budgeting, and accounting
- Provide Director and Food Service Managers with accurate and timely financial information
- Supports Point of Sale, banking system including on-line payment and department deposits, inventory management system, and Free& Reduced functions throughout the department
- Work to create and maintain systems of checks and balances to assure data integrity at all levels
- Performs site financial reviews periodically to ensure compliance with department financial controls
- Generate the reports necessary for the daily operation of Food and Nutrition Services
- Assure that financial statements, invoices, reports, and claims for reimbursement are fairly reported to State, and District in conformity with generally accepted accounting principles and District accounting policies, where applicable
- Prepares work papers documenting correct balances for annual financial audit
- Supports the training of Office Staff in accounting and analytical skills
- Assure that all policies and procedures of the District and the State are followed, and that financial decisions are approved and executed by a competent level of management
- Assure that the financial assets of the District are properly accounted for, safe guarded, and accessed only with proper authorization
- Implements appropriate document retention schedules for the accounts payable department, including maintaining and storing records
- Liaisons with Business Services, Human Resources, Information Technology and other Departments

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of accounts payable principles and practices as applicable to governmental accounting.
- Ability to use spreadsheet, word processing and data base software, including accounts payable programs.
- Ability to analyze accounting data and prepare financial reports.
- Ability to work cooperatively with co-workers and all levels of managers.
- Knowledge of Colorado Department of Education's financial policies and procedures concerning Child Nutrition Programs
- Ability to communicate effectively in writing and orally.

JOB TITLE

JOB DESCRIPTION

- Ability to work cooperatively with others.
- Ability to keep abreast of developments in the field.

**QUALIFICATIONS**

- Bachelor degree, preferably in Accounting
- Experience with working with Child Nutrition Programs preferred
- People-Soft experience a plus
- Point of Sale and/or Free and Reduced software experience a plus
- Excellent organizational and leadership skills required.
- Microsoft Excel and Access experience required

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Director of Food& Nutrition Services

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

CAD/Engineering Assistant

**SUMMARY OF FUNCTION**

Assist with the set up and operation of the Facilities Archive and the conversion of documents to electronic media. Facilitate integration of BIM technology and GIS solutions into the Construction and Facilities Departments. Manages and updates the Construction Program Master Schedule.

**ESSENTIAL JOB FUNCTIONS**

- Provides ongoing development and support for all BIM/CAD platforms and works with leadership to develop more integrated design and modeling processes.
- Monitors project model development and manages the integrity and proper organization of BIM data.
- Assist in the implementation of the Revit Standards and organization-wide strategies to insure a smoother Revit workflow.
- Mentor the project management team on best practices and tips and tricks to improve workflow.
- Supports AutoCAD-based projects and guide teams through the transition to a model based documentation process.
- Manages the conversion of hard and electronic copy documents and drawings to an appropriate, integrated electronic media system
- Gather, sorts, collates, files and otherwise archives drawings and documents into the Construction & Facilities archive
- Provides electronic and hard copy documents and drawings to district employees and consultants
- Operates a computer, document scanner, drawing printer and various peripherals and software in the performance of the above tasks
- Assists with field verification of district facilities including land, building and other structures.
- Ensures proper Close-Out documents are received for projects through Project Managers
- Maintains Plan Room documents

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge and experience working with AUTOCAD
- Experience managing BIM/CAD activities or operations
- Experience with computer scanners and peripherals
- Can read and interpret engineering drawing and specifications
- Professional registration and industry accreditations preferred but not required.
- Must have demonstrated and current direct experience with the process, workflow and use of Autocad Civil 3D and related Autodesk CAD software
- Understands the workflow between various members of the design team.
- Updates system-wide BIM/CAD libraries with appropriate graphic and written assets from current building codes, energy codes, and requirements of regulatory agencies.
- Enforces the usage of these digital library assets across all projects.
- Consistently applies Quality Control procedures and takes ownership of their work.
- Develops and drafts architectural and engineering site plans, floor plans, building elevations, building sections, and details, assists management in preparing proposals and generates correspondence for clients and project managers.
- Maintains and complies with the District's specific standards (CAD, File Management, etc.)
- Professional registration (PE, RA, AIA, PMP, etc) and industry accreditations

(LEED AP, GISP) preferred

- Minimum 7 years of experience in a professional environment
- A minimum of 4 years of professional experience using and supporting Autodesk products, including Revit Architecture, Revit MEP, Revit Structure, AutoCAD
- Working knowledge of design industry workflows and production cycles
- Working knowledge of project management software
- Experience with multiple BIM / CAD project management tasks / roles, including training and support mentor, project team member and strategic leader
- Support GIS workload to ensure that projects are delivered on time
- Maintain a collaborative work environment
- Act as a technical and analytical lead for providing GIS solutions

#### **QUALIFICATIONS**

- Detail-oriented,self-starter
- Experience in the Architecture, Engineering and Construction fields.
- Effective organizational skills
- Able to efficiently prioritize competing work requirements
- Strong team player
- Bachelor degree in Architecture, Civil Engineering or related industry is preferred
- Strong knowledge of AutoCAD, BIM and Primavera is preferred
- Expert knowledge of and proven experience with detailed Project Scheduling utilizing Primavera, ASTA, or other major Project Scheduling Software
- Experience with MSWord, Excel, PowerPoint, BIM & CAD.
- Highly organized and detail oriented. Able to prioritize and multitask effectively. •Ability to step back to look at the big picture to help with prioritization of tasks.
- Ability to be innovative, creative and think “out of the box” .
- Practical background in Autodesk Revit and related BIM software
- Solid understanding of legacy CAD applications and practices, particularly AutoCAD
- Familiarity with design applications such as 3ds Max, SketchUp, NavisWorks and Rhino and an innate ability to communicate the benefits of these components within an integrated building information model
- Articulate communicator able to convey BIM concepts to all levels of design and delivery professionals/ leadership
- Proven communication, presentation skills and possess excellent user interaction skills
- Demonstrate a reliable, responsive and positive work ethic with the highest degree of integrity.
- Ability to exercise judgment and discretion and to set priorities and manage competing demands.
- Schedulers must be proficient in the most recent version of Primavera Scheduling tools, Microsoft Project. Certification preferred, including Planning & Scheduling Professional (PSP),
- Reads and interprets engineering drawing and specifications
- Excellent oral and written communication skills
- Excellent organizational and time management skills
- Superior presentation skills, business process analysis and listening skills
- Proficiency in information gathering and technical discovery techniques
- A valid driver’s license and access to a vehicle is required.

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to the Construction Program Manager and/or the Director of Facilities.

#### **WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

The work is performed in a typical office environment with occasional visits to school and job sites

**PHYSICAL DEMANDS**

The work is primarily sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

**JOB TITLE****JOB DESCRIPTION**

CCLC Educational Assistant

Educational Assistant (21st CCLC-Beyond the School Bell)

**SUMMARY OF FUNCTION**

The Educational Assistant will assist the teachers and staff to meet the needs of children in 21st Century Community Learning Community (CCLC) afterschool sites that provides evidence-based instruction to support the day school curriculum while integrating social skills, STEM, literacy and next generation learning. Maintains contact with after school students throughout the entire after school program.

**ESSENTIAL JOB FUNCTIONS**

- Escort students to and from classes, greet students with positive affect
- Maintain effective classroom management, modeling appropriate behaviors and problem solving skills
- Assist with homework and other academic areas
- Keep a daily log of parent contact/communications
- Relate to teachers and site coordinator any student successes and concerns
- Keep a daily log of attendance, student reports, and work samples
- Keep supply needs up to date and alert supervisor of needs
- Maintain positive relationships with all school staff and administration
- Teach lessons provided by teachers (social skills, academic support) when needed
- Consult with classroom teachers consistently regarding student needs both academically and behaviorally
- Attend training sessions and other staff development classes
- Attend regular staff meetings
- Immediately report all significant student behavior concerns to site coordinator and/or director

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of classroom routine and general school procedures
- Ability to work effectively with all children
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to work under the direction of the teacher in charge

**QUALIFICATIONS**

- High school diploma or equivalent
- Prior experience working with children

**ORGANIZATIONAL RELATIONSHIPS**

Reports to assigned teacher, site coordinator, and director of the 21st CCLC afterschool program.

**WORKING CONDITIONS**

The work is performed in school classrooms.

**PHYSICAL DEMANDS**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day, lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently sitting, standing, walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant, seeing, hearing, and talking.

JOB TITLE

JOB DESCRIPTION

CCLC Lead Teacher

CCLC LEAD TEACHER

SUMMARY OF FUNCTION

The 21st CCLC Lead Teacher position is a 5 year sunsetted Teacher on Special Assignment (TOSA) position funded through the Colorado Department of Education (CDE) from July 2015 – May 2010. The Lead Teacher will assist the Project Director in developing and implementing multiple 21st Century Community Learning Centers (CCLC) afterschool sites that provide evidence-based instruction to support the day school curriculum while integrating social skills, STEM, literacy and next generation learning.

ESSENTIAL JOB FUNCTIONS

- Meet all grant deadlines and collect and maintain required paperwork.
- Maintain consistent contact with site-based teachers and with supervisor.
- Attend all 21st CCLC regularly scheduled staff meetings.
- Meet regularly with day school teachers at each site regarding individual student needs.
- Deliver content daily to one cohort of students.
- Facilitates partnerships with appropriate public and private agencies that provide services to students and families.
- Document student concerns and successes.
- Provide support to educational assistants in assessing student performance.
- Communicate and implement support for parents
- Initiate referrals for outside services and interventions
- Complete data entry on grantor website before deadline date.
- Participate in site evaluations and in the development of Quality Improvement Plans annually
- Attend school staff meetings regularly.
- Assist staff with program-related issues to assess progress and compliance, and to identify needs and issues.

OTHER DUTIES

Serves as a liaison with community organizations to foster partnerships to enhance programming and build sustainability.

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of 21st CCLC program goals.  
Knowledge of literacy and STEM content standards and how social skills can be integrated into academic standards.  
Ability to assess and prescribe effective interventions for social skills (anger management, decision making etc.) development.  
Ability to provide training and coaching for staff.  
Ability to implement various research-based teaching strategies with students of diverse abilities and learning styles.  
Ability to work effectively with staff to promote consistency.

QUALIFICATIONS

Valid Colorado Teacher License  
Documented knowledge of social skills curriculum and experience with literacy and/or STEM.  
Experience teaching in a 21st CCLC program.  
Three years elementary or middle school teaching experience preferred.

ORGANIZATIONAL RELATIONSHIPS

The Lead Teacher reports to and is evaluated by the 21st CCLC Project Director.

WORKING CONDITIONS

The work is performed in a typical school or office environment. Flexibility in

JOB TITLE

JOB DESCRIPTION

daily work schedule is required.

WORK YEAR

207 days per year

JOB TITLE

JOB DESCRIPTION

CCLC Literacy/Stem Teacher

Literacy/STEM Teacher (21st CCLC-Beyond the School Bell)

SUMMARY OF FUNCTION

The function of the Literacy/STEM Teacher is to provide leadership to a cohort of students participating in the 21st Century Community Learning Center (CCLC) program. This includes implementing curriculum for a cohort of students at one of the 21st CCLC afterschool sites. These sites provide evidence-based instruction to support the day school curriculum while integrating social skills, STEM, literacy and next generation learning.

ESSENTIAL JOB FUNCTIONS

- Meet all grant deadlines and collect and maintain required paperwork
- Maintain consistent contact with supervisors
- Submit lesson plans weekly to site coordinator
- Request needed supplies for the classroom
- Communicate effectively with principals, school staff and administration in implementing a standard based instructional system that supports the day school curriculum while also integrating social skills
- Document student concerns and successes
- Provide support to educational assistants in assessing student performance (ie. using data from various sources to guide STEM, literacy and social skills instruction and to interpret individual student needs)
- Scheduling of visitors and speakers that support standards based curriculum in STEM, literacy and social skills
- Implement staff professional development opportunities based on current and effective research, and the use of instructional strategies regarding STEM and literacy that align with district goals
- Communicate and implement support for parents and after school staff regarding student concerns and achievement
- Initiate referrals for outside services and interventions
- Support staff by providing select teaching materials and related staff development when asked
- Assist to resolve student/staff issues

OTHER DUTIES

Serves as a liaison with businesses and community organizations to foster partnerships to enhance STEM programming and skills.

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of literacy content standards and how social skills can be integrated in to academic subjects
- Ability to provide training and coaching for staff
- Ability to support teachers in their classroom curriculum by implementing standards-based lessons in literacy and STEM to promote positive social behavior
- Ability to use various research based teaching strategies with students of diverse abilities and learning styles
- Ability to work effectively with staff to promote consistency

QUALIFICATIONS

- Valid Colorado Teacher license
- Minimum three to five years teaching experience preferred
- Degree in education or other related field preferred
- Documented knowledge of STEM, literacy and language arts and experience with social skills curriculum preferred.
- Documented successful instructional leadership experience preferred

ORGANIZATIONAL RELATIONSHIPS

The Literacy/STEM teacher reports to and is evaluated by the director of the

JOB TITLE

JOB DESCRIPTION

21st CCLC after school program.

CLD Coach- TOSA

**CLD Coach- TOSA****SUMMARY OF FUNCTION**

Culturally and Linguistically Diverse (CLD) Coach will assist ELL teachers, administrators and school staff members with instructional strategies for teaching English language learners (ELLs) in assigned schools in order to promote student achievement. CLD Coach will provide professional development to all teachers on best practices for English learners.

**ESSENTIAL JOB FUNCTIONS**

- Assist teachers in deepening and broadening their instructional practices in teaching English as a second language including knowledge of state CELP standards and of various methods of assessing student learning and achievement
- Provides assistance and professional development to school staff members to ensure the CELP standards are implemented
- Provide technical support for online ESL programs and curricular support
- Serve as liaison between school staff members and the Culturally and Linguistically Diverse Education Department
- Provide instruction and professional development in sheltering content instruction for school staff members
- Provide instruction and professional development in authentic assessment for ELL students
- Support the identification of English learners

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Successful experience working with adults in the areas of coaching and professional development
- Preferred: experience teaching educators at the post-secondary level
- Extensive knowledge and experience in teaching English as a Second Language
- A minimum of 5 years of classroom experience
- Ability to work collaboratively with teachers, parents, and school
- Excellent written and oral communication skills
- Knowledge of technology integration into instruction
- Experience in assessment practices: analyzing, diagnosing, and translating the data to instruction/differentiation
- Demonstrated competence in the creation, coordination, facilitation and presentation of building- and district-level professional development that supports English language acquisition
- Willingness to adapt your schedule to accommodate the needs of teachers, parents and school staff members

**QUALIFICATIONS**

- Colorado Teacher Certificate
- Master's Degree in Second Language Acquisition or Curriculum and Instruction
- Culturally Linguistically Diverse endorsement or equivalent

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Multilingual Facilitator

**WORKING CONDITIONS**

The work is performed in a typical office/classroom environment.

JOB TITLE

JOB DESCRIPTION

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

School year 187 days. Additional days in the summer months may be required.

COMPLIANCE SPECIALIST - DEPT OF  
INDIVIDUALIZED EDU

### **SUMMARY OF FUNCTION**

Coordinates and supports implementation of compliance mandates for IDEA (Individuals with Disabilities Education Act), CLDE (Culturally and Linguistically Diverse Education) and Gifted Education through ECEA (Exceptional Children's Educational Act) under the supervision of the Director of Individualized Education

### **ESSENTIAL JOB FUNCTIONS**

- Monitors IDEA requirements by working cooperatively with school staff including transportation to determine the status of special education students, ensuring appropriate data is collected and maintained for state reporting. Must be proficient in relevant software to access participating students.
- Coordinates and facilitates district-level activities by working with community and parent liaisons to recruit parents, establishing needs-based parent education offerings, ensuring that federal requirements of parent involvement are met, and ensuring that parents are present and involved in the annual meetings by recruiting and keeping accurate and appropriate documentation.
- Supports Individualized Education Facilitators- by maintaining accurate school and district wide database of providers, ensures data is reported from each of our charter schools, works with district HR department on verification of staff licensure, and serves as a liaison from parents to facilitators.
- Ensures compliance with CLDE requirements by collaborating with school staff to implement culturally and linguistically diverse education programs, creating written notifications, serving as liaison with parents, and maintaining accurate records for data collection, evaluation, and reporting purposes.
- Implements Gifted Education requirements by working with school staff to identify and support gifted students, coordinating with parents and service providers, ensuring compliance with ECEA regulations, and maintaining accurate records for data collection, evaluation, and reporting purposes.
- Creates/completes reports and data collections for the district and/or the Colorado Department of Education as needed or requested pertaining to IDEA compliance, CLDE compliance, Gifted Education compliance, parental involvement, and services for students with disabilities.
- Supports the completion of the relevant grant applications
- Maintains appropriate records related to services provided.
- Observes all district policies and procedures.
- Other duties as required to support general office activities of the Department of Individualized Education

### **KNOWLEDGE, SKILLS AND ABILITIES**

- Excellent organizational skills.
- Is flexible and adaptable.
- Ability to work cooperatively with supervisors and co-workers.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform duties without close supervision.
- Ability to effectively communicate with the school district's personnel and constituency.
- Demonstrates proficiency in Microsoft Office Suite, particularly Microsoft Word and Excel.
- Demonstrates strong writing skills.
- Possesses the ability to read, understand, and interpret complex legal documentation and federal and state guidance.
- Possesses the ability to organize and complete several complex projects simultaneously.
- Possesses the ability to organize and report large quantities of information and data.

JOB TITLE

JOB DESCRIPTION

**QUALIFICATIONS**

- Bachelor's degree required in Special Education or related field.
- Three years of experience in a Special Education compliance position.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Individualized Education

**WORKING CONDITIONS**

The work is performed in an office, schools, and other educational settings.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 days (P05A)

CQI Facilitator

## SUMMARY OF FUNCTION

Performs advanced, specialized, professional work in Continuous Quality Improvement for School District 11 by promoting the use of Continuous Quality Improvement by building training resources and leadership capacity. Providing strategic guidance and expertise for all departments and school sites implementing quality principles and promoting the use of high quality of professional development practices.

## ESSENTIAL JOB FUNCTIONS

- Contributes to the development and communication of the Continuous Quality Improvement (CQI)/Professional Development Department mission and goals that are aligned to the District's goals and world class quality criteria (Baldrige)
- Uses quality improvement principles and processes in daily Continuous Quality Improvement work
- Uses the application of Baldrige Criteria in the design of all training/consulting to build leadership and system capacity for continual improvement throughout the district
- Participates as a team member in developing long and short term Continuous Quality Improvement/Professional Development goals and deployment strategies
- Utilizes a systematic process for collecting customer data and incorporating those requirements in the development of training
- Maintains positive relationships and partnerships with district departments and school staffs
- Contributes to the development of systems within the Baldrige framework which drive high student achievement and organizational high performance
- Collaborates in design and use of a system for data selection, comparisons and benchmarks
- Designs and employs evaluation systems to measure effectiveness of training
- Assists in developing a high performing workforce
- Applying Baldrige Criteria to Continuous Quality Improvement work processes
- Collaborating with colleagues within the department to design, manage and improve work processes
- Communicating, cooperating and sharing knowledge and skills across work functions
- Contributing to staff morale by being flexible, providing rapid response and providing feedback to colleagues
- Contributes to the development and improvement of a system to determine what Baldrige-related education and training is needed by participants
- Research, develop and improve training models and materials to build capacity in all levels of instructional and non-instructional employees to implement Continuous Quality Improvement
- Develop materials and training to build capacity
- Use the PDSA cycle to systematically analyze, review and adjust materials, training and work systems
- Assists in summarizing District 11 results and trends as related to use of Continuous Quality Improvement/Professional Development
- Summarizes improvement results and trends from individual training sessions, and participant satisfaction and dissatisfaction results and trends for training sessions

## OTHER DUTIES

- Performs related work as required

## QUALIFICATIONS

- Bachelor's or Masters degree from an accredited college or university
- Advanced demonstrated knowledge of Continuous Quality Improvement

JOB TITLE

JOB DESCRIPTION

Systems and the application of the Baldrige Criteria to work processes

- Has knowledge of computer literacy, content standards and assessment data analysis
- A minimum of (2) years practicing Continuous Quality Improvement principles with advanced knowledge of and demonstrated training capabilities
- Demonstrates knowledge of Continuous Quality Improvement Systems and the application of the Baldrige Criteria to work processes
- Demonstrated computer literacy
- A minimum of one (1) year as a practicing Continuous Quality Improvement administrator with advanced knowledge and training capabilities

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

207 Days

JOB TITLE

JOB DESCRIPTION

CTE Work - Based Learning Coordinator

SUMMARY OF FUNCTION

This position will assist designated Career and Technical Education instructor(s) and their students in planning/placement for internships in the area of interest. The coordinator will work closely with other school system staff, parents, students, community businesses, and outside agencies to achieve effective school-to-work transition and/or post-secondary enrollment.

ESSENTIAL JOB FUNCTION

- Assist students with making a smooth transition from school to competitive employment and/or post-secondary education
- Develops and implements strategies to acquire business sites for student placement, to promote successful student performance, and to maintain positive relationships with the business community
- Determines an effective match between student interest and aptitude and an employer work needs and expectations.
- Collects and monitors student worker evaluations and, if necessary, develops work improvement plans with the students.
- Maintains an accurate database on student workers recording time worked, wages, absences, etc.
- Secures and maintains all required student permission forms, releases of information, and records of student performance at job sites.
- Maintains confidentiality and adheres to regulations outlined by FERPA.

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Bachelor's degree in Education or related career field.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

REPORTS TO:

Designated CTE Instructor and Career and Technical Director

Campus Security Officer

**SUMMARY OF FUNCTION**

Monitor campus or other District property or functions to ensure safety and security of students, visitors and staff.

**ESSENTIAL JOB FUNCTIONS**

- Monitors and supervises students' activities at assigned locations in the building and/or on the grounds
- Checks students' hall or parking lot passes
- Inquires about the nature of the business of non-students entering campus and determines if they require an escort
- Documents and escorts unauthorized persons off campus and calls for assistance from supervisor in these matters if needed
- Is familiar with and enforces Student Conduct and Discipline Code and other school rules and regulations
- Completes necessary reports to document criminal events or discipline code violations
- Administers warnings to students or refers them to building administrators for disciplinary action Locates students sought by building administration, and escorts students to central office as needed
- Ensures students, staff, and visitors adhere to School Board policies and regulations while on campus
- Issues verbal warnings, reports misconduct and requests assistance from appropriate personnel as required
- Watches for disturbances, fights, unauthorized visitors, or criminal activity
- Assesses danger and calls for backup or assistance if necessary
- Intervenes to halt or prevent fights, disturbances or other incidents, and diffuses threatening or confrontational situations between students or others
- Ensures order is restored and students are unharmed
- Watches for and reports suspicious activity to appropriate authorities as required
- Assists students in resolving minor disagreements and coordinates a mutually acceptable agreement
- Assists in coordination of action to be taken concerning threats of violence on students, and assists in implementation
- Confers with and assists building administration, District security and police on investigation of criminal incidents or discipline code violations
- Observes and gathers information about student involvement in gang activities or use of illegal substances
- Reports incidents to appropriate authorities as required
- Assists in the evacuation of buildings during drills and actual emergencies
- Provides student supervision at after school functions and athletics as assigned
- Renders appropriate first aid to injured persons and follows established protocol for reporting injuries

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of security procedures as applied to the requirements of schools
- Ability to perform school security and related duties efficiently
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to manage conflict
- Ability to intervene in physical conflict and physically restraint students to protect property or persons

JOB TITLE

JOB DESCRIPTION

QUALIFICATIONS

- High School diploma or equivalent
- Experience in security related work or work involving dealing with adolescent behavior preferred
- Must satisfactorily complete campus security officer training within four weeks of hire
- Must satisfactorily complete annual re-certification training

ORGANIZATIONAL RELATIONSHIPS

Reports to and evaluated by the Director of Security and Security Manager  
Receives training and other guidance from the Security Manager and Director of Security.

WORKING CONDITIONS

The work is performed in District schools.

PHYSICAL DEMANDS

The work is infrequently very heavy, occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to constantly stand and walk throughout the day with occasional sitting, lifting and exerting a push/pull force in excess of 100 pounds infrequently, up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching, reaching at desk and floor level, firm and simple grasping and fine motor activity. The work requires constant standing, walking, balancing, seeing, hearing, and talking.

FLSA STATUS

Non-exempt

WORK YEAR

192 \_\_\_ Days

Capital Program Manager

**SUMMARY OF FUNCTION**

Responsible for all construction projects. Formulates, organizes, and monitors all projects and inter-connected projects. Decides suitable strategies and objectives. Coordinates cross-project activities.

**ESSENTIAL JOB FUNCTIONS**

- Organize and coordinate programs and specific projects.
- Provides strategic guidance to teams and project managers in ways that promote the District's culture.
- Oversees the progress of operations.
- Develops and implements a plan to deliver the required project and services in the most effective and efficient manner possible, with the support of the project teams and input from external stakeholders
- Manages and enhances good relationships with 'clients', designers, consultants, contractors, and other internal stakeholders
- Oversees all contact with new and existing 'clients'
- Confers with key stakeholders to identify and/or clarify 'client' expectations and to develop related project strategies
- Supports the contracting process
- Ensures estimates are as accurate as reasonably possible
- Responsible for and monitors scope, schedule, budget compliance.
- Supervises project management staff
- Manages project teams on evening and/or alternative schedules when needed
- Leads project team in development of Project Management or Execution Plan
- Assist in overseeing cost control and change management systems
- Oversees execution of and updates to the program master schedule
- Prepares and/or oversees the preparation of reports regarding the Capital Reserve and the MLO funded programs
- Reviews monthly owner project status reports
- Attends and participates in project meetings, including progress, pre-construction and pre-award
- Coordinates development and maintenance of site logistics plan with Project Manager
- Oversees project close-out activities
- Resolves projects' higher scope issues
- Conducts quality inspections
- Prepares reports for management and oversight functions
- Assesses program performance and works to maximize ROI and other relevant metrics such as Life Cycle Cost
- Develops, tracks, and takes effective actions to respond to the program's key performance indicators
- Oversees the on-going assessment of vendors (A-E firms, consultants, contractors)
- Demonstrates commitment to an Injury-Free Environment through own actions and mentoring others
- Develops skills and mentors project management employees, including conducting employee evaluations
- Oversees and participates in the development of long range major maintenance and construction plans
- Actively promotes a positive Facilities image and works to provide excellent customer service and responsiveness to meet the needs of the schools and other supported organizations and/or facilities.
- Supports the biennial update of the District's Capital Requirements document.
- Assesses need for new/temporary positions; selects or assists with selection; reviews performance of assigned personnel; and reviews and makes recommendations for personnel actions

- Makes oral and written reports to the Superintendent, the MLO Oversight Committee, and the Board of Education
- Develops policy and regulations regarding areas of responsibility
- Provides functional area expertise within their professional discipline and subspecialties

#### **OTHER DUTIES**

- Performs related work as required

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Program management experience.
- Functions effectively as part of a high-performing team
- Demonstrated excellence in leadership and in managing a comparably sized staff of different disciplines to produce results in a timely manner
- Ability to mentor team members
- Develops and implements efficient strategies and tactics
- Ability to conceptualize and effectively communicate multi-dimensional planning challenges
- Formulating, organizing, coordinating, and monitoring inter-connected projects of similar size and complexity to this program
- Deciding on suitable strategies and objectives
- Developing and controlling deadlines, budgets and activities
- Applying change, risk and resource management
- Computer knowledge and efficiency, including Microsoft Excel and PowerPoint
- Advanced knowledge of industry
- Outstanding written and verbal communication skills
- Extensive knowledge of financial operations
- Ability to maintain discretion and confidentiality at all times;
- Dependability
- Ability to delegate work appropriately
- Excellent decision-making/problem-solving skills
- Knowledge of the concepts, methods and techniques of facilities maintenance, design and construction
- Proven ability to provide outstanding Customer Relationship Management
- Demonstrated ability and experience to lead the work of teams, committees and work groups and to work cooperatively with others
- Preparing and updating project schedules including deconflicting schedules of multiple projects or project components

#### **QUALIFICATIONS**

- Bachelor's degree in Architecture, Mechanical Engineering, Electrical Engineering, Civil Engineering, Planning, Construction Management or a closely related field
- At least 10 years of progressively increasing responsibilities in the Planning, Design and Construction process.
- Proven experience as a project manager, a program manager and/or other senior leadership position(s)
- Thorough understanding of project/program management techniques and methods
- Excellent Knowledge of performance evaluation and change management principles
- Excellent knowledge of MS Office
- Outstanding leadership, organizational and communication skills
- Excellent problem-solving ability
- Master's Degree in relevant field is preferred.
- Registration in Colorado as a professional engineer (PE) or registered architect

JOB TITLE

JOB DESCRIPTION

(RA) is preferred

- Registration as a Professional Management Professional (PMP) is preferred
- LEED certification is preferred.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director, Facilities, Operations and Transportation.

**WORKING CONDITIONS**

The work is performed in a typical office environment and at project sites.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Career Pathways Program Developer

**SUMMARY OF FUNCTION**

Directs supervises and evaluates the career pathways development for the school district serving as convener, broker and technical assistance provider.

**ESSENTIAL JOB FUNCTIONS**

- Supports staff in the areas of instructional improvement, curriculum development and related activities regarding career pathways
  - Assists in directing the planning, development, implementation and support of instructional and curriculum programs at elementary and secondary levels with an emphasis on career pathways
  - Consults with and provides direction for Facilitator: Technology and Career Pathways
  - Collaborates with Roy J Wasson Academic Campus in managing instructional and curriculum programs regarding career pathways
  - Serve as convener, broker and technical assistance provider
- Coordinates efforts to determine instructional needs and provide programs and activities in response regarding career pathways
- Provides information regarding career pathways' instructional programs and policies to school personnel, parents and general public
  - Complete pathway asset mapping for both the Roy J. Wasson Academic Campus and the district
  - Recruit business, non-profit and public employers to share district vision
  - Develop career pathway district plan with key stakeholders
  - Work with both schools and industry partners to build sustainable pathways
  - Create connections between partners
- Acts as resource to the district and community on career pathway issues

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of educational pedagogy as applied to the development and implementation of elementary, secondary and post-secondary instructional programs
- Ability to provide leadership to the District in instructional programs especially in the area of career pathways
- Ability to plan and direct instruction program development and implementation for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Master's degree in education
- Three years of experience as building or central administrator
- Appropriate State Certification

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal, Roy J. Wasson Academic Campus.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or

JOB TITLE

JOB DESCRIPTION

typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS: Exempt

WORK YEAR: 110 Days

## JOB TITLE

## JOB DESCRIPTION

Career and College Access Coordinator

## SUMMARY OF FUNCTION

This position would advance Career and College Readiness in the district for all students in collaboration with school personnel, students, parents, industry and community members. Continuously promotes a culture of career and college awareness in the district and coordinates this with aligned district staff. Ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and increase engagement with career and college connections for all students. Synchronizes district and school personnel with practices, activities, data collection, and related connections to career and college success. Works in partnership with district counseling, CTE, and gifted and talented staff.

## ESSENTIAL JOB FUNCTION

- Acts as district Individual Career and Academic Plan/Process (ICAP) accountability leader
- Maintains database and provides support on ICAP process
- Generates and shares reports on ICAP progress and completion
- Educates students and parents about colleges, the college admissions process, trends, procedures and testing in collaboration with district and school personnel
- Facilitates and presents professional development for staff as well as participate in staff development, in-service training, meetings and conferences as required
- Consults with college representatives and serves as a liaison with college admissions offices throughout the year
- Compiles data and prepares designated reports regarding college and career preparation for the Annual Report, Career and College Handbook, USIP, District Goals, ICAP, Career and Technical Education Newsletter, Annual Notification, and additional reports as required
- Lead for National Student Clearinghouse and Free Application for Federal Student Aid data, regularly reporting on data sets, trends and related goals
- Work in collaboration with school counselors for data/information as needed
- Designs, prepares, schedules and presents seminars regarding Career and College Readiness
- Provides students and families with comprehensive information about college costs, options for paying for college, financial aid, scholarship processes and eligibility requirements career and college opportunities
- Develops career exploration opportunities for school programs
- Identifies and utilizes state and local resources within the community and maintain positive relationships
- Initiates and maintains effective liaison with higher education and the Higher Education Coordinating Board to keep informed of new developments and ideas for postsecondary education access and plans
- Supports counselors, educational institutions, and other community agencies to ensure accuracy and relevancy of programs in conjunction with district goals
- Supports work-based learning opportunities with district Work Based Learning Coordinator and school counselors and other district staff connected to facilitating WBL in schools.
- Coordinates Career and College opportunities with CTE program liaisons
- Leads the Summer Access Initiative to support graduating seniors' transition to postsecondary options
- Coordinates and leads the ICAP steering committee, Postsecondary Options meeting, and College and Career Counselor meetings
- Reports directly to the Counseling Services Facilitator
- Must be able to attend evening and weekend events and activities

## OTHER DUTIES

JOB TITLE

JOB DESCRIPTION

- Performs related work as required KNOWLEDGE, ABILITIES AND SKILLS
- Bachelor's degree in Education, Master's degree in Education, Education Administration or related field
- Must have appropriate School Counseling state licensure and/or CTE credentialing as requested within one year of employment.
- School Counseling experience preferred
- Program coordination and supervisory experience preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities

PHYSICAL DEMANDS  
The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

207 Days

## JOB TITLE

## JOB DESCRIPTION

Career, Tech Ed, Concurrent Enrollment Facilitator

## SUMMARY OF FUNCTION:

Leadership and support of all District Career Pathways, Technical Education, and Concurrent Enrollment programs. Oversees staff development, ongoing communication and is responsible for budgeting and the Perkins grant. Responsible for assessing needs, data collection and analysis, and designing programs to increase student achievement. Will lead the ongoing enhancement of Career Pathways programs for the District.

## ESSENTIAL JOB FUNCTIONS

- Directs and oversees the operations of designated programs, implements appropriate processes to develop policies, functional goals and objectives
- Develops programs and oversees the implementation of special programs as required
- Utilizes the accountability process and involves and reports to parents as appropriate
- Evaluates and supervises appropriate staff
- Directs professional staff in aligning curriculum and instruction to support standards
- Oversees, develops and trains staff
- Sets priorities and establishes programs
- Serves on district committees and special project groups as needed
- Prepares and generates related reports and documentation of administrative activities
- Represents Career and Technical Education and Concurrent Enrollment in outside activities and works to develop appropriate partnerships to benefit the District
- Monitors Alternative Schools, Digital/On-Line, and
- Develops and markets the Career Pathway, Technical Education, and Concurrent Enrollment programs
- Responsible for overseeing program efficiency and required state and district compliance records
- Supports staff in curriculum and professional development and in coordinating and implementing special projects

## KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrated ability to provide avenues of success for all students
- Classroom teaching and contractual leadership experience, preferably in relation to Career Pathway, Technical Education, and Concurrent Enrollment programs
- Demonstrated ability to provide visionary leadership and develop instructional goals to increase student achievement and professional growth of all employees in cooperation with Career Pathway Technical Education, and Concurrent Enrollment programs
- Demonstrated knowledge of the applications of technology in the instructional learning environment
- Ability to communicate and mediate effectively with students, parents, staff and the community to ensure a safe and productive learning environment of continuous improvement

## Career Pathway, Technical Education (CTE), and Concurrent Enrollment Duties

- Oversee the various CTE and Concurrent Enrollment programs in the district
- Work with CTE staff to ensure program integrity (site visits necessary)
- Write and monitor the Perkins Federal Grant
- Oversee disbursement of CTA funds
- Make sure staff certifications are up-to-date
- Monitor and update Program Approvals as necessary
- Work with the Administrative Assistant for purchase approvals; interface with

JOB TITLE

JOB DESCRIPTION

- assistant to monitor and approve all budget transactions.
- Develop yearly program budgets for each fiscal year
  - Enhance current CTE programs to provide more postsecondary workforce opportunities
  - Work to develop a strong marketing strategy to support program growth
  - Work with CTE programs and Pikes Peak Community College (PPCC) to develop articulation agreements to allow students to receive college credit
  - Oversee the Area Vocational Program (AVP) with PPCC

Counselors

- Oversee Middle School and High School Counselors
- Work with Counselor Coordinator to plan and oversee counselor meetings
- Work with Counselor Coordinator to implement professional development workshops
- Support counselors as they continue to implement student ICAP's

Concurrent Enrollment

- Oversee concurrent enrollment and CE funding in the district to include;
  - >Concurrent enrollment
  - >Area Vocational Program (AVP): this includes the Career Builder Academy (CBA)
  - >ASCENT
  - >Early College High School
- Work with Educational Data and Support Services (EDSS) for reporting of students receiving college credit

OTHER DUTIES

- Performs related duties as assigned

QUALIFICATIONS

- Master's degree in education or education-related field
- Valid Colorado Career and Technical Education Certification
- Classroom teaching and/or contractual administrative experience

Carpenter Crew Leader

**SUMMARY OF FUNCTION**

Supervises and performs construction work throughout all district locations and construction sites, coordinates construction activities with construction shop supervisor. Reports to construction supervisor about progress on all tasks that are assigned to his crew.

**ESSENTIAL JOB FUNCTIONS**

- Performs general carpentry and finish work on district construction projects
- Constructs remodeling projects, does trim and layout work for construction and remodeling projects
- Constructs cabinets and shelves
- Repairs and hangs doors
- Performs related construction activities as needed
- Installs window frames, ceiling grids and tiles
- Repairs tables and desk tops
- Builds and repairs bulletin boards and chalkboards
- Performs general construction and rough-in work as needed
- Constructs walls and frames walls with metal studs, hangs sheet rock and wall siding
- Performs layout for projects
- Lays out, installs and maintains restrooms, partitions and doors and installs A.D.A. restroom partitions
- Supervises other Journeymen that are assigned to support a construction job
- Reads blueprints to determine layout required
- Meets regularly with other shop crew leaders to coordinate work assignments by construction shop supervisor
- Evaluates work of assigned personnel and reports same to construction supervisor
- Develops cost estimates for construction projects within the carpenter shop
- Cooperates with other trades as a team member

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the carpentry trade
- Ability to perform skilled carpentry
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- High School diploma or equivalent
- Four to six years of carpentry experience.
- Knowledge of related building codes
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Construction Shop Supervisor.

**WORKING CONDITIONS**

The work is performed in a shop and on job sites.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work

**JOB TITLE**

**JOB DESCRIPTION**

requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

JOB TITLE

JOB DESCRIPTION

Carpenter Journeyman

SUMMARY OF FUNCTION

Performs general carpentry and light construction or remodeling activities for the district. Builds cabinets, constructs walls, hangs doors, replaces siding and other related duties.

ESSENTIAL JOB FUNCTIONS

- Performs general carpentry and finish work on district construction projects, constructs cabinets and shelves, does trim and layout work for construction and remodeling projects
- Repairs and hangs doors
- Performs general construction and rough-in work as needed
- Constructs walls and frames walls with metal studs
- Hangs sheet rock or siding
- Performs related construction activities as needed
- Installs window frames, repairs floors, installs ceiling tiles, paints, builds counter tops, working with concrete, welding, glazing, and roofing
- Performs repair work to district facilities
- Replaces bleacher boards and sections, repairs tables and desks
- Builds and repairs bulletin boards and chalk boards
- Reads blueprints to determine layouts required
- May supervise, train and oversee student assistants as needed
- Gathers materials and tools needed for jobs. Maintains and cleans tools following use
- Cooperates with other trades as assigned

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the carpentry trade
- Ability to perform skilled carpentry
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- Completion of apprenticeship in the carpentry trade
- Three years experience in the carpentry trade
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

Reports to Construction Shop Supervisor.

WORKING CONDITIONS

The work is performed in a shop and on job sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

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## JOB TITLE

## JOB DESCRIPTION

Catering Coordinator

## SUMMARY OF FUNCTION

The primary responsibility is to be involved with and oversee all preparation of food for catered events, providing the highest quality of food and service to customers at all times. Prepares related financial, safety, food safety, and other reports to document activities as needed.

## ESSENTIAL JOB FUNCTIONS

- Works a flexible schedule based on schedules catered events as determined by the Food Service Catering Manager
- Plans and executes daily work schedule to meet menu requirements
- Organized and conducts food preparation activities to meet time requirements of delivery schedule and serving time
- Oversees and prepares food according to menu and product specifications
- May direct efforts of others to ensure proper and timely preparation of food
- Includes preparation of ingredients for next day's activities
- Records quantities and portions prepared, used and leftover
- Labels all leftover food
- Delivers food and supplies in a timely manner and as scheduled
- Insures food quality and timely service
- Picks up previous deliveries as scheduled
- Oversee and assists with service of prepared food
- Assigns duties and supervises assistants
- Assists with clean up following catering events
- Assists with and maintains proper sanitation levels of all areas in kitchen
- Trains, supervises and directs staff assistants
- Communicates proper methods for safe and sanitary food service to staff
- Recommends disciplinary actions a needed
- Orders necessary quantities from approved vendors
- Determines appropriate amount of food to be prepared and orders accordingly
- Stocks food and supplies in designated storage areas and maintains proper organization and sanitation levels of these areas
- Dates/labels all food and supplies received
- Organizes and distributes food, supplies and equipment to other sites as needed
- Responsible to see that all equipment is returned to the catering kitchen
- Maintains purchasing, production and usage records for food and supplies related to catering functions and reporting
- Maintains accurate records relative to food transferred to other schools
- Maintains records relating to food, labor and other supply cost controls
- Assist management in the preparation of financial reports
- Maintains upkeep of assigned delivery vehicle, checking fluid levels, tires and gauges
- Keeps vehicle records as required

## OTHER DUTIES

- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of food safety forms
- Ability to complete Hazard Analysis Critical Control logs
- Good working knowledge of safe food handling skills
- Knowledge of food and menu planning
- Knowledge of volume food preparation methods, procedures and techniques
- Ability to perform designated food preparation tasks
- Proper knowledge in use and care of kitchen equipment
- Ability to communicate effectively
- Ability to work cooperatively with others

JOB TITLE

JOB DESCRIPTION

- Strong planning organizational and coordinating skills
- Ability to plan and schedule work to meet deadlines
- Ability to supervise and lead others
- Basic computer skills

QUALIFICATIONS

- High school diploma or equivalent
- Three years of experience in food preparation
- Culinary Certificate Preferred
- Valid Colorado Driver License with good driving record
- ServSafe Certification required within eighty-nine (89) calendar days of hire

ORGANIZATIONAL RELATIONSHIPS

- Reports to Food Service Catering Manager
- Supervises others assigned to work in catering department

WORKING CONDITIONS

Work will be performed in various kitchens and service areas throughout the School District.

PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Catering Facilitator

**SUMMARY OF FUNCTION:**

Has primary responsibility to be involved with and oversee all preparation, set-up, and service of food and beverage for catered events, providing the highest quality of food and service to customers at all times. Prepares related financial, safety, food safety, and other reports to document activities as needed. Responsible for attending all mandatory meetings and training events.

**ESSENTIAL JOB FUNCTIONS**

- Maintains a calendar or schedule of all events. Works a flexible schedule based on schedules catered events as determined by the Assistant Director of FNS or Catering Supervisor.
- Plans and executes daily work schedules to meet menu and cost requirements. Organizes and conducts food preparation activities to meet time requirements of delivery schedule and serving time. Coordinates work schedules with Tesla Alternative School FNS staff kitchen needs.
- Schedules, assigns duties to, directs, and supervises other Catering staff.
- Completes employee performance reviews (probationary and annual) for catering staff on schedule.
- Oversees and prepares food according to menu and product specifications. May direct efforts of others to ensure proper and timely preparation of food. Includes preparation of ingredients for next day's activities. Records quantities and portions prepared, used and leftover. Labels all leftover food.
- Delivers food and supplies in a timely manner and as scheduled, utilizing approved transportation methods. Insures food quality and timely service. Picks up previous deliveries in a timely manner.
- Oversees and assists with service of prepared food.
- Communicates and ensures proper methods for safe and sanitary food service to staff.
- Recommends disciplinary actions as needed.
- Assists with clean up following catering events. Assists with and maintains proper sanitation levels of all areas in kitchen.
- Orders necessary supply quantities from approved vendors. Determines appropriate amount of food to be prepared and orders accordingly. Coordinates efforts with D11 Executive Chef when items are ordered "off menu."
- Stocks food and supplies in designated storage areas and maintains proper organization and sanitation levels of these areas. Dates/labels all food & supplies received. Maintains proper First In, First Out (FIFO) organization of inventory.
- Maintains accurate inventory controls.
- Organizes and distributes food, supplies and equipment to other sites as needed. Responsible to see that all equipment is returned to the catering kitchen and that a smallwares inventory and capital equipment inventory are properly maintained.
- Maintains purchasing, production and usage records for food and supplies related to catering functions and reporting. Maintains accurate records relative to food transferred to other schools.

- Maintains records relating to food, labor and other supply cost controls. Utilizes HACCP logs for recording food temperatures for all events and takes appropriate action when necessary to serve only safe food.
- Assist management in the preparation of financial reports.
- Responsible for financial performance through achievement of targeted cost controls, to include food cost, labor hours/cost and other supply costs.
- Completes computer applications as required for all aspects of catering service.
- Maintains upkeep of assigned delivery vehicle, checking fluid levels, tires and gauges. Keep vehicle records as required.

#### OTHER DUTIES

- Performs related duties as assigned.

#### KNOWLEDGES, ABILITIES AND SKILLS

Knowledge of food safety forms  
 Ability to complete Hazard Analysis Critical Control (HACCP) logs  
 Good working knowledge of safe food handling skills  
 Knowledge of food and menu planning  
 Knowledge of volume food preparation methods, procedures and techniques  
 Ability to perform designated food preparation tasks  
 Proper knowledge in use and care of kitchen equipment  
 Ability to communicate effectively  
 Ability to work cooperatively with others  
 Strong planning organizational and coordinating skills  
 Ability to plan and schedule work to meet deadlines  
 Ability to supervise and lead others  
 Ability to use computers and computer applications as wells as Microsoft Office Software

#### QUALIFICATIONS

- High school diploma or equivalent.
- Three years of experience in food preparation
- ServSafe Certification required within eighty-nine (89) calendar days of hire
- Culinary Certificate Preferred
- Valid Colorado Driver License with good driving record.

#### ORGANIZATIONAL RELATIONSHIPS

Reports to Assistant Director of FNS or Catering Supervisor  
 Supervises others assigned to work in catering department

#### WORKING CONDITIONS

Work will be performed in various kitchens and service areas throughout the School District

#### PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

#### FLSA STATUS

Nonexempt.

JOB TITLE

JOB DESCRIPTION

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Catering Instructor

## Health Science Instructor Position Description

Job NameFACS - Catering

ClassificationCertified

Time1.0 FTE

LocationIrving Educational Center

DepartmentCareer and Technical Education

SalaryTeacher Salary Schedule

POSTING CLOSE DATEThis posting will remain open until filled.

This is a Temporary/INR position for the 2012-2013 School Year.

Applicants must have IB/AP experience and must be willing to use comprehensible input methodologies (TPRS)

A COMPLETE TEACHER APPLICATION INCLUDES THE FOLLOWING (MUST BE SCANNED IN):

A completed online application

\*An up-to-date professional resume

\*A legible copy of undergraduate and graduate transcripts

\*Three letters of recommendation; 2 professional, 1 collegial (must be within the last two years)

\*A legible copy of your teaching license(s)

\*Alternative Licensure Candidates (Teacher in Residence); Statement of Eligibility, copy of passing PLACE/PRAXIS II scores

## Job DescriptionSUMMARY OF FUNCTION

The essential duties, responsibilities, and skills include the following

- Design and plans instruction
- Creates and maintains a learning climate
- Implements and manages instruction
- Assesses learning and communicates results
- Collaborates with colleagues, parents, and others
- Engages in professional development
- Plans a Program of Study that meets individual needs, interests, and abilities of the students
- Must be appropriately certified with a valid CTE/CDE Credential or be eligible for certification (CTE-FACS)
- Candidate must be a Registered Nurse
- Must have knowledge of applicable Federal, State, and County rules and policies

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair,

dependable, responsible, and respectful).

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

#### ESSENTIAL JOB FUNCTIONS

- Implements by instruction and action the district's philosophy of education and instructional content standards and benchmarks (goals and objectives)
- Provides effective instructional strategies and activities for all students in the classroom
- Prepares for classes assigned and shows written evidence of preparation upon request of the principal or his/her designated school leader
- Encourages students to set and maintain standards of appropriate classroom behavior
- Plans a program of study that meets the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required

#### OTHER DUTIES

- Performs related work as required

#### KNOWLEDGE, ABILITIES, AND SKILLS

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrates technology skills to support the content area(s) and 21st Century Learning
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students,

JOB TITLE

JOB DESCRIPTION

parents, and community groups  
•Good organization and communication skills  
•Demonstrates accomplishments in keeping professionally current

QUALIFICATIONS

•Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements  
•Appropriate State licensure

ORGANIZATIONAL RELATIONSHIPS

•Reports to Principal

WORKING CONDITIONS

•The work is performed in a school classroom (environment).

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

SALARY RANGETeachers (including Psychologists, Occupational, Therapists, Physical Therapists, and Counselors) hired into D11 are placed on the appropriate lane and step of the teacher salary schedule based on two factors which include:

- a) the educational background of the applicant and
- b) the number of years of prior job related experience (the maximum credit granted is 14 years provided the experience occurred in the last 15 years).

The minimum salary for a this position is \$31,728/yr and the maximum salary is \$67,101/yr

Please note a change in the Master Agreement.

"...as to newly hired teachers, any teaching experience obtained during the 2009-2010, 2010-2011 and 2011-2012 school years shall not count for purposes of placement on the salary schedule. Additionally, educational credits or advancement earned during the 2011-2012 school year shall not count for purpose of placement on the salary schedule."

EQUAL EMPLOYMENT OPPORTUNITYColorado Springs School District 11 seeks to comply with applicable laws prohibiting discrimination in employment on the basis of race, religion, creed, color, national origin, sex, age, sexual orientation or disability.

## JOB TITLE

## JOB DESCRIPTION

Catering Manager

## SUMMARY OF FUNCTION

Directs and oversees the final preparation of food for a catered event, providing the highest quality of service to customers at all times. Prepares related reports to document activities as needed.

## ESSENTIAL JOB FUNCTIONS

- Directs, oversees and prepares food according to menu and specifications
- Delivers food and supplies in a timely manner and as scheduled
- Insures food quality and timely service
- Schedules work times as needed according to scheduled events
- Directs, oversees and assists with service of prepared food
- Assigns duties and supervises assistants
- Directs, oversees and assists with kitchen and lunchroom clean up
- Insures proper cleaning and sanitation of utensils, equipment and facilities
- Trains, supervises and directs staff assistants
- Communicates proper methods for safe and sanitary food service to staff
- Recommends disciplinary actions as needed
- Orders necessary quantities from base kitchen and vendors
- Determines approximate amount of food to be prepared and orders accordingly
- Gathers food and supplies from local vendors
- Stocks shelves and supplies in storage spaces as needed
- Fills in for and assists subordinates in performing kitchen duties as needed
- Assists in food preparation, serving and cleaning up
- Organizes and distributes supplies, food and equipment to other schools
- Serves as food service liaison for catering services between administration and food service office
- Markets catering service
- Performs minor maintenance upkeep of assigned delivery vehicle, checks fluid levels, tires and gauges
- Keeps vehicle records as required

## OTHER DUTIES

- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of volume food preparation methods, procedures and techniques
- Ability to perform designated food preparation tasks
- Ability to communicate effectively
- Ability to work cooperatively with others
- Strong organizational and coordinating skills
- Ability to plan and schedule work to meet deadlines
- Ability to supervise others
- Skill in using the tools, equipment and materials of the field

## QUALIFICATIONS

- High school diploma or equivalent
- Two years of experience in food preparation for special functions
- Valid Colorado Driver License with good driving record

## ORGANIZATIONAL RELATIONSHIPS

- Reports to Base Kitchen Manager
- Supervises general assistants

## WORKING CONDITIONS

The work is performed in a kitchen.

## PHYSICAL DEMANDS

JOB TITLE

JOB DESCRIPTION

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Catering Supervisor

**SUMMARY OF FUNCTION**

Supervises all aspects of service for catered events, providing the highest quality of food and service to customers at all times. Prepares related financial, safety, food safety, and other reports to document activities as needed.

**ESSENTIAL JOB FUNCTIONS**

- Works a flexible schedule based on schedules catered events as determined by the needs of the department
- Plans and executes daily work schedule to meet menu requirements
- Organizes and conducts food preparation activities to meet time requirements of delivery schedule and serving time
- Ensures that all products are made according to department standardized recipes and product specifications
- Directs efforts of others to ensure proper and timely preparation of food
- Includes preparation of ingredients for next day's activities
- Records quantities and portions prepared, used and leftover
- Labels all leftover food
- Ensures food quality and timely service as scheduled by the customer
- Oversee and assists with service of prepared food
- Assigns duties and supervises assistants
- May assist with clean up following catering events
- Assists with and maintains proper sanitation levels of all areas in kitchen and service
- Trains, supervises and directs staff assistants
- Communicates proper methods for safe and sanitary food service to staff
- Recommends disciplinary actions as needed to the Assistant Director or Director
- Ensures that necessary quantities from approved vendors have been ordered and that the appropriate amount of food is prepared for each event
- Maintains proper First In, First Out (FIFO) organization and sanitation levels in designated storage areas, ensuring that all food& supplies are labeled and properly dated
- Organizes and distributes food, supplies and equipment to other sites as needed
- Responsible to see that all equipment is returned to the catering kitchen
- Maintains a weekly schedule of staffing that is appropriate for the week's catered activities
- Maintains purchasing, production and usage records for food and supplies related to catering functions and reporting
- Maintains accurate records relative to food transferred to other schools
- Maintains records relating to food, labor and other supply cost controls
- Assists management in the preparation of financial reports
- Maintains upkeep of assigned delivery vehicle, checking fluid levels, tires and gauges
- Keeps vehicle records as required

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of food safety forms
- Ability to complete Hazard Analysis Critical Control logs
- Good working knowledge of safe food handling skills
- Knowledge of food and menu planning
- Knowledge of volume food preparation methods, procedures and techniques
- Ability to perform designated food preparation tasks
- Proper knowledge in use and care of kitchen equipment

JOB TITLE

JOB DESCRIPTION

- Ability to communicate effectively
- Ability to work cooperatively with others
- Strong planning organizational and coordinating skills
- Ability to plan and schedule work to meet deadlines
- Ability to supervise and lead others
- Basic computer skills

QUALIFICATIONS

- High school diploma or equivalent.
- Three years of experience in food preparation
- Culinary Certificate Preferred
- Valid Colorado Driver License with good driving record.
- ServSafe Certification required within eighty-nine (89) calendar days of hire.

ORGANIZATIONAL RELATIONSHIPS

- Reports to Assistant Director of Food & Nutrition Services
- Supervises others assigned to work in catering department

WORKING CONDITIONS

Work will be performed in various kitchens and service areas throughout the School District

PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Certified Brailist

## Summary of Function:

This position is responsible for transcribing educational materials for students who are blind and visually impaired into alternative formats. In addition, this position provides support to the District's program for students with visual impairments, including students who are visually impaired, and teachers certified to work with students with visual impairments.

## Essential Job Functions:

Ability to transcribe print materials, including textbooks and other books not readily available from the Colorado Instructional Materials Center (CIMC), into literary braille for students with visual impairments

Ability to use computer technology/software and, when appropriate, to transcribe print materials into braille.

Ability to produce adaptive instructional materials for students with visual impairments in accordance to the specification provided by a Teacher of the Visually Impaired.

Ability to create tactile graphics of maps, charts, pictures, routes, and other tactile displays using various tools, materials, and machines.

Ability to manage and maintain braille, large print and other instructional materials for students with visual impairments.

Ability to implement lessons and activities with students who have visual impairments in classrooms or one-to-one and/or small group, under the direction and supervision of a Teacher of the Visually Impaired.

Demonstrates knowledge and skills of human guide and instructional technology/tools used by students with visual impairment, including low vision devises, abacus, screen readers, braillewriter, etc.

Ability to follow directions, manage time and prioritize work in order to assure instructional materials are prepared and available to students in a timely manner.

## Other Duties:

Orders supplies and special materials for use with students who are visually impaired.

Performs other related duties as assigned, requested, or needed.

## Knowledge, Abilities and Skills:

Current knowledge of a variety of assistive technology devices used for students with visual impairments.

Current knowledge of Braille codes, Braille translation and tactile graphics software and equipment including, but not limited to, the following: Literary

JOB TITLE

JOB DESCRIPTION

Braille Code; Nemeth Braille Code; Other Braille codes for Chemistry, Music, Foreign Language, etc.; Braille Translation software, Tactile Image Enhancer; Thermoform.

Word Processing/Six Key entry

Knowledge and ability to use general office equipment (Fax, Copier, scanner, etc.)

Knowledge of general organization and functions of public school system.

Good communication and organizational skills.

Ability to build and maintain professional relationships with a variety of individuals.

Qualifications:

Bachelors of Arts or Science

Certification in Literary Braille from the Library of Congress or another nationally recognized certification body

Organizational Relationships:

Reports to Executive Director of Special Education or his/her Designee

Working Conditions:

Work is performed in a typical school setting or office environment

Physical Demands:

The work requires periods of physical activity. Typical positions require workers to walk or stand for long periods of time, lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computers or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing. Ability to independently drive or use public transportation to get from one site to another.

FLSA: Non Exempt

Work Year: 185 Days

JOB TITLE

JOB DESCRIPTION

Certified Bus Mechanic

SUMMARY OF FUNCTION

Inspects, maintains and repairs District school buses, support vehicles and other equipment. Maintains accurate records of work performed; assists other service technicians as required.

ESSENTIAL JOB FUNCTIONS

- Works under the direction of the Transportation Fleet Maintenance Manager
- Performs scheduled and non-scheduled preventive maintenance and repairs to district vehicles and equipment such as school buses, trucks, trailers, automobiles and off-road equipment
- Includes inspections using specific procedures set by District and State requirements
- Troubleshoots, diagnoses and repairs major and minor electrical and mechanical problems on both gas and diesel engines
- Troubleshoots and repairs both hydraulic and air brake systems
- Responds to service calls, working in adverse weather
- Completes written reports for time and materials on work orders, materials/parts lists, inspection forms and other correspondence required to fulfill job tasks
- Helps maintain computer database by entering work orders, work performed and parts ordering
- Works in conjunction and cooperation with the transportation parts purchaser to ensure adequate parts inventory for high turnover items to support timely repairs
- Maintains a clean and organized work environment to promote safety and professionalism
- Practices safe work habits
- Assists vehicle/school bus drivers and equipment operators as required ensuring the correct and safe operation of all equipment

OTHER DUTIES

Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

Vehicle maintenance knowledge on the following: diagnosis and repair of gasoline and diesel engines, transmissions, suspension, steering, brakes, electrical, drive train and computerized systems; knowledge of mechanics hand and power tools

Ability to communicate and work effectively and cooperatively with others and provide assistance and customer support to operators and maintainers regarding vehicle inquiries and problems

Ability to read and understand repair manuals and written instructions daily  
Be capable of reading electrical schematics

Ability to utilize computer and maintenance management database for entry of information pertaining to equipment control and maintenance

Skill and ability to use tools, equipment and materials necessary to perform major vehicle and equipment repair

QUALIFICATIONS

High School diploma or equivalent including specialized courses in automotive and truck repair

Minimum of three years experience in servicing of light, medium and heavy-duty trucks and/or buses

Valid Colorado driver's license with good driving record and ability to obtain Commercial Driver's License (CDL) within six months of employment

Must be able to obtain A Department of Transportation Brake Inspector Certificate, Opacity Inspector License, Colorado Department of Education (CDE) Inspector Certificate within one year of employment

JOB TITLE

JOB DESCRIPTION

Possess Automotive Service Excellence (ASE) Heavy Duty Truck and/or Bus Certifications

Must own required tools

ORGANIZATIONAL RELATIONSHIPS

Reports to the Transportation Fleet Maintenance Manager.

WORKING CONDITIONS

Performed in a shop environment at the Transportation Maintenance Facility and/or at various schools serviced locations outside.

PHYSICAL DEMANDS

This work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

**JOB TITLE****JOB DESCRIPTION**

Certified Occupational Therapy Assistant

This position provides specialized programming for students with disabilities who are eligible for Special Education services as defined by the Individual with Disabilities Education Act and the Colorado Exceptional Children's Education Act. Occupational Therapist Assistant will provide individualized instruction to develop educationally related fine motor, visual motor, visual perceptual, sensorimotor, and/or self-help skills in order to assure students receive reasonable educational benefit and have equal access to the general education curriculum under the direction of an Occupational Therapist. The selected individual: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

**ESSENTIAL JOB FUNCTIONS**

- Adapts school and classroom environment, tools and materials under the supervision of the Occupational Therapist for the purpose of improving student functioning and facilitating student access to curricular and instructional activities.
- Attends meetings and workshops (e.g. IEPs, training, team meetings, conferences, etc.) for the purpose of conveying and/or receiving information, including best practices for school OT delivery.
- Consults with other service providers for the purpose of providing requested information, reviewing/revising students' occupational therapy goals/objectives, developing plans for services and/or making recommendations to implement goals.
- Provides occupational therapy services and instructs students and staff (e.g. positioning, adjusting, special equipment, etc.) for the purpose of providing appropriate care to students and/or supporting student's IEP plan for use in the classroom
- Maintains files and/or records in cooperation with the Occupational Therapist (e.g. progress reports, activity logs, documentation for Medicaid billing, etc.) for the purpose of documenting activities and/or ensuring an up-to-date trail for compliance with various state, federal and administrative regulations.
- Provides services at multiple work sites for the purpose of providing therapy and assistance as required including transportation of required items for therapeutic purposes.
- Provides training, consultation and instruction to staff on the use of adaptive devices and equipment for the purpose of ensuring such devices are used safely and optimal benefits are achieved.
- Researches resources and methods (e.g. intervention techniques) for the purpose of determining the appropriate approach for addressing students' goals.

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Associates degree from accredited Occupational Therapy Assistant Program
- Certification from NBCOTA
- Colorado DORA license

**QUALIFICATIONS**

- Associates degree from accredited Occupational Therapy Assistant Program

JOB TITLE

JOB DESCRIPTION

- Certification from NBCOTA
- Colorado DORA license

ORGANIZATIONAL RELATIONSHIPS

Supervision provided by NBCOT Occupational Therapist  
Reports to Executive Director of Special Education or Designee

WORKING CONDITIONS

The work is performed in a school classroom or other school environment across multiple school sites and office settings.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer keyboard; demonstrate an activity or physical exercise; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS: Non-exempt

WORK YEAR: School year

Certified Temp ESL Instructor

**SUMMARY OF FUNCTION**

The role of the Adult and Family Education ESL Instructor is to provide classroom instruction to adults learning English. The teacher provides whole group instruction in English to adult learners who are multicultural and multilingual. Though most classes are leveled, the instructor should plan for and anticipate a wide range of levels considering speaking, listening, reading, and writing skills. Differentiating instruction for adult learners is essential in this role. Lesson planning using standards, objectives, benchmarks, and progress monitoring is expected utilizing resources and curriculum designed for adult learners. This teaching role requires a collaboration with team members. Teachers meet to support each other with vertical and horizontal alignment. Teachers meet in Professional Learning Communities, Department Meetings, and Professional Development. Vital to this role are personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality, is open to learning from others, has a growth mindset and is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps, and prepare diverse student populations for post-secondary and workforce success. Effective Teachers facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because Effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

**ESSENTIAL JOB FUNCTIONS**

Knows and implements instructional content standards and benchmarks (goals and objectives).

Provides effective instructional strategies and activities for all students in the classroom.

Prepares for classes assigned and shows written evidence of preparation upon request of the principal or designated school leader.

Encourages students to set goals and maintain standards of appropriate classroom behavior.

Plans for a program of study that meets the individual needs, interests, and abilities of the adult students.

Assesses the growth and accomplishments of students and provides reports on progress.

Maintains accurate, complete and correct records as required by law, district policy, and Grant assurances utilizing online data systems.

Participates in all Department Meetings, PLCs, Department Meetings, and Professional Development training.

Utilizes technology for instruction, assessment, communication, and program logistics.

Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance.

Makes every student feel noticed, welcomed, and valued.

#### **OTHER DUTIES**

Performs related work as required.

#### **KNOWLEDGE, ABILITIES, AND SKILLS**

Knowledge of adult learning theory.

Experience with second language learning.

Understands and demonstrates classroom management/instructional strategies to support student achievement.

Integrates technology skills to support student learning and student data tracking.

Knowledge of subject areas, curriculum, and standards-based education.

Understands special education as applied to the needs of the students assigned to the teacher's particular area/classroom.

Possesses ability to communicate effectively and resolve conflict with students, parents, and community members.

Demonstrates good organization and communication skills.

Keeps professionally current.

#### **QUALIFICATIONS**

Active Colorado Teaching License, required.

Endorsement in Linguistically Diverse Education, Masters in TESOL or related field, Adult Basic Education Authorization, preferred.

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Director/Principal of Adult and Family Education.

#### **WORKING CONDITIONS**

Flexible and split schedules; extended school year (summer); days and evenings; typical class periods: Monday-Thursday 9:00 am-12:00 pm / 5:30 pm to 8:30 pm.

#### **REPORTS TO**

Adult and Family Education

#### **PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic

JOB TITLE

JOB DESCRIPTION

activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. Work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

Charter School Liaison

**SUMMARY OF FUNCTION**

The Charter School Liaison works with the District authorized charter schools and District departments as related to Charter School Act and Policy LBD. The Liaison is responsible for the management and procedural aspects of the Districts Charter School Program. This position works under the supervisory direction of the Executive Director of Procurement and Contracting Department and works in close cooperation with the Deputy Superintendent/CFO and other central office departments.

**ESSENTIAL JOB FUNCTIONS**

- Interface with all District Charter Schools and District departments that support school functions.

- Serves as the District's primary contact for charter school matters

Key Performance Responsibilities:

- At the District Level

- oResponsible for compliance with and updating BOE Policy LBD and LBD-R; as well as, staying abreast of legislative issues impacting charter schools and authorizers.

- oWorks closely with Charter School counterparts within the state (League of Charter Schools and Colorado Charter School Institute) in developing procedures not addressed in policy to ensure alignment with national and state best practices.

- oCoordinates with parties interested in initiating a charter school within the District's boundaries. This includes describing application process and directing to appropriate State and District departments.

- oServes as the district representative and is responsible for the oversight and coordination of all new, replication and renewal applications

- oMaintains accurate information to include guides and procedures on the District Charter School webpage that provide information about our charter school program

- oPromotes, elicits and enhances the level of community involvement in the areas pertaining to the assistance and understanding of Charter Schools

- oActs as the district representative in the resolution and response to day-to-day parental concerns involving charter schools. Must be able to explain and interpret programs to parents as needed.

- oKeeps current and knowledgeable of all Charter School legislative updates and reports their impact to the District.

- Liaison to Charter Schools

- oCoordinates and analyzes information related to charter school applications and renewals

- oPlans and prepares strategies which support and monitor charter school annual goals and plans.

- oIncludes monitoring student achievement data for improvement.

- oProvides direction and assistance around school safety and security.

- oMonitors all conditions to include compliance of contract requirements related to the approved charter schools' following Board approval. Contract requirements include but are not limited to USIPs, school performance metrics, any root cause analysis, and other data collected and compiled for the Annual Performance Report (APR).

- oMonitors compliance with all application federal and state laws and regulations as applicable to each charter school contract requirement(s).

- oFacilitates frequent progress monitoring of charter schools and community programs

- oDisseminates information to the District Charter Schools as necessary, including matters of statutory and reporting compliance

- oEnsures District Charter Schools are apprised of District meetings that they should attend to receive information as needed (leadership meetings, principal meetings, and any required trainings). Coordinate charter school and

community program efforts with other departments throughout the district.

- Liaison to the Board

- oFinalizes all District Charter schools' annual performance reports and prepare reports to the Board of Education to keep them informed of each schools performance.
- oResponsible for coordinating and preparing Board documents related to request for relinquishment of Exclusive Chartering Authority which require Board of Education approval.
- oResponsible for coordinating and preparing renewal application(s), new application(s), and revocation communications to the Board on District charter schools as needed

- Liaison to other District Departments

- oAssists in the preparation of all required District and State reports associated with Charter Schools
- oAssists in the projecting and reporting of all Charter Schools
- oCoordinates District provision of administrative and educational services to the charter school in accordance with contract language and statute

**OTHER DUTIES**

Works with legal counsel on matters related to charter operations as appropriate

Attends charter school board meetings as needed.

Performs other duties as assigned by Supervisor.

#### KNOWLEDGE, ABILITIES AND SKILLS

Knowledgeable of Colorado Revised Statute pertaining to Charter School Act and District Policy LBD and LBD-R.

Requires regular contacts to discuss issues of moderate importance and to respond to inquiries. Also requires continuing contacts with officials at higher levels on matter requiring cooperation, explanation and persuasion or with the public involving the enforcement of regulations, policies and procedures.

Work is non-standardized and widely varied, requiring the interpretation and application of a substantial variety of procedures, policies, and/or precedents used in combination. Frequently, the application of multiple technical activities is employed; therefore, analytical ability and inductive thinking are required.

Problem solving involves identification and analysis of diverse issues.

Considerable knowledge of School Board Policies

#### QUALIFICATIONS

Master's Degree required in education from an accredited college or university

Principal/Administrative experience required (minimum of 3 years)

Classroom teaching experience required (minimum of 3 years)

Charter School liaison experience preferred

#### ORGANIZATIONAL RELATIONSHIPS

Reports to the Executive Director of Procurement and Contracting Department

#### WORKING CONDITIONS

The work is performed in a typical office environment

#### PHYSICAL DEMANDS

The work is partly sedentary with periods of physical activity. Typical positions require workers to walk, or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer to typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

#### FLSA STATUS

Exempt (part time)

JOB TITLE

JOB DESCRIPTION

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Chief Academic Officer

**SUMMARY OF FUNCTION**

Provides essential leadership in partnership with the Superintendent and his/her leadership team for increasing student achievement and expanding learning opportunities for all students. Improving teaching, learning and management at the district and school levels in all areas for which each is responsible. Directs, facilitates and oversees functions, management, operations and administration of principal supervisors and specified departments. Works closely and collaboratively with other division heads, administrators, divisions, and departments to increase school and district performance and effectiveness.

**ESSENTIAL JOB FUNCTIONS**

- Provides essential leadership in partnership with the district's senior leadership team by expanding learning opportunities for all students, meeting legislative requirements, improving teaching, learning, and management at the district and all school levels
- Provides essential leadership in partnership implementing standards based instruction, current research and trends in the areas of standards-based learning, grants acquisition, special need learners, data driven instruction, strategies and initiatives for improving student achievement, and legislation impacting student learning
- Directs, supervises and evaluates principal supervisors and department staff in terms of their performance responsibilities and productivity in achieving the district's priorities and results
- Directs, oversees, and evaluates instructional services and programs in terms of their effectiveness in supporting central office staff and schools to achieve district priorities
- Partners with other district staff including principals to assure that the functions of 21st Century Learning Skills; data driven decision making; research, planning, assessment and evaluation; information access and application; and staff development have maximum impact on the district's mission of increased student achievement
- Coordinates and confers with other Deputy Superintendents/ Division Heads, Superintendent, Board of Education and administration regarding instruction, curriculum and student services
- Establishes related projects, directs and implements projects as needed
- Coordinates division activities with related activities of other district divisions
- Participates in the development and data monitoring of long range plans for the district as a whole, as well as, those of the Division of Curriculum, Instruction and Student Services
- Models, with others, leadership in information and technology literacy, 21st Century Learning Skills, data driven decision making, continuous quality improvement, planning, customer service,

communication skills, collaborative processing, and effective organizational design

- Participates in the accountability/accreditation process
- Works with district liaison and as a resource to District Accountability Committee and District Accreditation Committee
- Helps assure the Board of Education and administration is in compliance with Colorado Accountability/Accreditation law and rules
- Develops and directs district programs and reporting system
- Supervises and directs district-wide professional development in the implementation of Board of Education and Superintendent's directives and in partnership with the other Division Heads
- Monitors program/project progress and evaluates its effectiveness
- Analyzes, interprets, and relates educational data, issues and trends simultaneously with that of research and technology to develop effective and efficient solutions
- Assists/supports the superintendent and acts as superintendent's designee along with other Deputy Superintendents, as needed
- Responds to requests from Board of Education, parents, community members, schools and district staff

#### **OTHER DUTIES**

- Performs related duties as assigned

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#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of educational administration as applied to the development and implementation of educational program such as curriculum, instruction, assessment, evaluation and technology for the District
- Knowledge of Colorado laws, rules and regulations governing instructional program development and implementation
- Ability to supervise professional, technical and support staff
- Ability to perform sound general analysis and take or recommend appropriate actions regarding such matters
- Ability to communicate effectively
- Ability to collaboratively lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

#### **QUALIFICATIONS**

- Master's Degree (Doctorate preferred) in instructional technology, educational research or educational administration
- Ph.D. in educational administration/research preferred
- Five years experience in central administration, building administration, development of curriculum and instructional programs and teaching
- Eligible for appropriate Colorado certification

#### **ORGANIZATIONAL RELATIONSHIPS**

- Reports to Superintendent
- Supervises division staff

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Chief Financial Officer / Chief Resource Officer

### **SUMMARY OF FUNCTION**

The CFO is responsible for advising the superintendent and school board on the financial and budget matters of the district. The CFO prepares and administers the district budget, guides the development of long-term capital financing methods, and directs and supervises all business/finance functions, including accounting, payroll, budgeting, finance, MLO management and oversight, grants, capital projects and program management, legal services and legislative matters while adhering to district policies and procedures.

### **ESSENTIAL JOB FUNCTIONS**

- Directs, supervises, and oversees the district's policies and procedures related to the management of the business support function.
- Meets with state lobbyists and legislators to communicate district needs related to the district's objectives and goals.
- Analyzes budgetary costs.
- Provides leadership for the development, maintenance, enhancements, and continual improvement of the district's comprehensive financial data systems.
- Directs all functions and services consistent with district priorities and budgeted goals.
- Oversees analysis and development of all district's financial matters.
- Monitors multiple data sources to determine available resources and recommends improvement methods.
- Oversees and develops and reviews the budget for the district.
- Monitors and manages the entire budgetary program.
- Compares performance with operating plans and standards.
- Provides reports and interprets the results of operations to the Superintendent and Board of Education; this includes formulating accounting policies, preparing financial statements and operating data, coordinating systems and procedures, and special reports as required.
- Forecasts short and long-range cash requirements and obligations as a basis for financially sound funding mechanisms.
- Direct the grants management programs to ensure maximum and effective participation in all available local, state, and federal grants.
- Assures protection of the assets of the district through internal controls, internal auditing, and ensuring proper insurance coverage.
- Provide financial advice on the district's negotiations with employee groups to allow negotiation settlements to be within budget. Serve on the district's negotiation team.
- Acts as the district's representative on statewide school finance committees.
- Keeps the Superintendent informed of all financial matters and provides advice accordingly.
- Interprets the financial concerns of the district to the community.

### **OTHER DUTIES**

- Performs related duties as assigned.

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of accounting and financial management principles and practices as applied to public schools.
- Knowledge of Colorado laws, rules, and regulations governing the financial management of public schools.
- Ability to plan, organize and direct the district's accounting and financial management functions.
- Ability to supervise professional, technical, and support staff.

JOB TITLE

JOB DESCRIPTION

- Ability to perform sound financial analysis and take recommended appropriate actions regarding financial matters.
- Ability to communicate effectively.
- Ability to lead the work of teams, committees, and work groups.
- Ability to work cooperatively with others.
- Ability to keep abreast of developments in the field.

**QUALIFICATIONS**

- Master's degree in business administration or related field, or CPA.
- Extensive prior experience in the financial management of public school systems in Colorado.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Superintendent. Supervises executive management and other staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Day

Chief Operations Officer

**SUMMARY OF FUNCTION**

Responsible for providing administrative and logistical direction and leadership to create and maintain safe, adaptable, and highly functional school and work environments for all Colorado Springs School District 11 students and staff. Manages all business responsibilities of the district. Supervises and directs the district's business support services, which includes Facilities Operations and Maintenance, Transportation, Warehouse, Procurement and Contracting, Food Services, Production Printing, and Bond Initiatives. Responsible for ensuring efficient, prompt interaction and communication with major stakeholders, including but not limited to the Superintendent's Cabinet, the Board of Education, community committees, and school/site supervisors.

**ESSENTIAL JOB FUNCTIONS**

- Oversees the district's business operations, including reporting departments, for the effective and efficient support of the district's mission, vision, and strategic plan.
- Direct, oversee, and evaluate the performance of each department head in terms of productivity in achieving the expected results and supporting the district's goals.
- Directs, supervises, and oversees the district's policies and procedures related to the management of the business support function.
- Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include; budgeting, interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems; assuring systems integration and resource realignment; community interface and strategic planning.
- Monitors implementation of initiatives; measures achievements against objectives; and directs modification of plans as conditions warrant.
- Acts as a strategic partner on the executive team.
- Works closely with other members of the Executive Cabinet to develop and carry out major plans, coordinate all district operations and ensure that operations are being executed per all applicable laws and policies.
- Must be proficient in oral and written communication skills and interpersonal relations, understand maintenance and construction activities and terminology as well as the uniform building code, possess advanced skills in data analysis and synthesis, demonstrate exceptional budgeting skills, have negotiation abilities, show experience in administering contracts, demonstrate experience with corporate real estate transactions, possess some knowledge of state and local laws, and have a good understanding of finance and accounting.
- Monitors multiple data sources to determine available resources and recommends improvement methods.
- Direct the administrative activities required for all financial aspects of school-bond issue elections.
- Compares performance with operating plans and standards.
- Provides reports and interprets the results of operations to the Superintendent and Board of Education; this includes preparing financial statements related to the departments overseen in this role, providing operating data, coordinating systems and procedures, and special reports as required.
- Keeps the Superintendent informed of all business matters and provides advice accordingly.

**OTHER DUTIES**

Performs related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to supervise professional, technical and support staff.
- Ability to communicate effectively.
- Ability to lead the work of teams, committees, and work groups, including evening meetings.
- Ability to work cooperatively with others.
- Ability to perform sound financial analysis and take recommended appropriate actions regarding financial matters.
- Ability to keep abreast of developments in the field.

**QUALIFICATIONS**

- Master's degree preferred.
- Experience in the business management of public-school systems or a governmental entity, preferably in Colorado.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Superintendent.  
Supervises department leads and other staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Day

## Chief of Curriculum

**SUMMARY OF FUNCTION**

The Chief of Curriculum is a critical member of the Executive Leadership Team, providing essential leadership in partnership with the Superintendent and his/her Executive Leadership Team to increase student achievement and expand learning opportunities for all students in D11. This includes accountability for the quality of curriculum, content knowledge, program implementation and oversight, and the processes for introducing new courses and classes, aligned with local and state regulations.

**CORE RESPONSIBILITIES**

The Chief of Curriculum leads the district's continuous improvement of standards-aligned curriculum, overseeing resources and championing research-based practices while collaborating closely with the Chief of Instruction and Chief of Student Experience and Success. This leader ensures teachers possess the necessary content knowledge through targeted professional learning, manages curricular programs (including specialized programs), and maintains a comprehensive resource catalog. The Chief actively contributes to district and school improvement planning, partnering with other leaders to develop and implement targeted plans and using data analysis to inform decisions and achieve Board/Superintendent targets. Resource management is crucial, including equipping the curriculum team, overseeing material procurement, and strategically allocating resources. This role also ensures compliance and communicates progress and challenges to leadership and the board, incorporating feedback from all stakeholders to drive continuous improvement.

**ESSENTIAL JOB FUNCTIONS**

- Collaborate routinely with the Chief of Instruction and Chief of Student Experience and Success to ensure aligned, comprehensive curricular supports, incorporating feedback from schools and departments to create a K-12 comprehensive strategic implementation plan for content area curriculum.
- Serve as a key partner with central and school resources to develop and implement student-focused curricular priorities, manage district-supported curricular programs, and coordinate the adoption, cataloging, budgeting, and evaluation of all related instructional materials.
- Refine curriculum development and implementation structures to ensure effective content delivery and student learning, leading the research, development, implementation, and continual improvement efforts of curricula aligned to Colorado Academic Standards.
- Monitor and develop curricular implementation metrics to drive implementation and foster data-driven decision-making.
- Develop comprehensive implementation timelines, professional learning, and benchmarks for all curricular adoptions.
- Develop nimble response and resource deployment structures to address student, educator, and school specific needs.
- Directly support school-based curriculum implementation aligned to district and school improvement plans and convene district committees for study, review, and curriculum adoption as defined in Board Policy.
- Develop and manage the academic budget, ensuring efficient resource use and adherence to fiscal policies supporting curriculum development and implementation, monitoring expenses, and allocating resources.
- Develop systems to effectively communicate within and across district departments and with external stakeholders, and participate on the Executive Leadership Team.
- Compile and analyze data to evaluate district curricular effectiveness, develop programs, and ensure compliance, interpreting and communicating federal, state, and District law, policy, or procedure related to instruction, curriculum, educational materials, and required school procedures.
- Interpret, implement needed measures, and communicate relevant federal,

JOB TITLE

JOB DESCRIPTION

state, and district laws, policies, and procedures related to curriculum, and ensure that all staff within the department are working cohesively to track, implement, and communicate key instructional programs.

- Oversee, plan, and guide team initiatives to ensure the successful implementation and impact of academic programs, attaining district objectives.

**OTHER DUTIES**

Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit.

**KNOWLEDGE, SKILLS AND ABILITIES**

- Ability to develop positive, collaborative relationships to foster a culture of continuous improvement.
- Strong facilitation/presentation skills to effectively design and lead adult professional learning.
- Strategic thinking skills to enable the development of curricular adoption and action planning for results.
- Knowledge and comfort with technology applications that support the District's instruction, curriculum and data.
- Knowledge of educational pedagogy as applied to the development and implementation of elementary and secondary curricular programs
- Ability to plan and direct instruction program development and implementation for the District
- Ability to lead the work of teams, committees, and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others
- Knowledge of educational administration as applied to the development and implementation of educational program such as curriculum, instruction, assessment, evaluation and technology for the District
- Knowledge of Colorado laws, rules and regulations governing instructional program development and implementation.

**QUALIFICATIONS**

Bachelor's Degree (required)

Master's Degree (required) in related field (Curriculum and Instruction, educational research or educational administration)

Minimum of 7 years of professional experience in K-12 public education, with at least 3 years in school based or central department leadership roles.

Demonstrated development of curriculum and instructional programs and teaching

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Superintendent

Supervises division staff

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Chief of Instruction

**SUMMARY OF FUNCTION**

The Chief of Instruction is a critical member of the Executive Leadership Team, responsible for driving instructional excellence and significantly improving student outcomes across the D11. This leader will champion the district's instructional vision, ensuring its effective implementation and impact across all schools. This includes accountability for the quality of teaching and learning, professional development, program implementation, and assessment practices.

**Core Responsibilities:**

The Chief of Instruction leads the district's instructional vision, driving the design, implementation, and continuous improvement of high-quality Tier I instruction, including best first instruction and specialized models. This leader champions research-based practices, guiding their adoption and adaptation to meet diverse student needs while collaborating closely with the Chief of Curriculum and Chief of Student Experience and Success to integrate curriculum, instruction, and student experience. They oversee a robust coaching infrastructure, the training and support of coaches, professional learning teams, and instructional personnel to improve teaching practices and student outcomes. The Chief of Instruction develops and implements comprehensive professional development aligned with the district's strategic plan and cultivates a culture of continuous improvement. They collaborate with leadership to create unified improvement plans, establish clear goals, and monitor progress toward increased student achievement. The Chief of Instruction is accountable for improving student outcomes, establishing clear metrics, driving implementation, and fostering data-driven decision-making. They regularly communicate progress and challenges to the Superintendent, leadership team, and school board.

**ESSENTIAL JOB FUNCTIONS**

- Establish and refine collaborative structures across D11 to maximize the impact of coaching and development.
- Collaborate routinely with the Chief of Curriculum and Chief of Student Experience and Success to ensure aligned, comprehensive support.
- Serve as a key partner with central and school resources to develop and implement student-focused instructional priorities.
- Develop plans and supports for the teacher development pipeline and new-to-profession teachers.
- Refine coaching and professional development structures to ensure effective instructional practices and supports.
- Develop nimble response and resource deployment structures to address student, educator, and school-specific needs.
- Define and support the vision for the K-12 Coaching and Development program, ensuring alignment with district priorities and increased student outcomes and directly supporting school-based coaching aligned to district and school improvement plans.
- Lead change initiatives to optimize conditions for instructional framework implementation and student engagement (e.g., instructional minutes, grading practices, student agency, peak experiences).
- Develop and manage the Academics budget, ensuring efficient resource use and adherence to fiscal policies.
- Prepare reports and presentations for the Superintendent and Board of Education on progress, key performance indicators, coaching, professional learning, and academic trends.
- Lead district teams focused on instructional practices and programs to increase student achievement.
- Interpret, implement needed measures, and communicate relevant federal, state, and district laws, policies, and procedures.
- Respond to inquiries from stakeholders and Board of Education committees

and provide information and recommendations.

**OTHER DUTIES**

Performs other related duties, as assigned, for ensuring the efficient and effective functioning of the work unit.

**KNOWLEDGE, SKILLS AND ABILITIES**

- Excellent communication skills and positive interpersonal skills.
- Ability to manage multiple projects effectively and to meet deadlines.
- Ability to implement national, state, and District initiatives.
- Knowledge and comfort with technology applications that support the District's instruction, curriculum and data.
- Understanding of Standards and familiarity of or willingness to understand District resources to best support teachers with instructional coaching.
- Knowledge of current research and issues in instructional coaching and curriculum and instruction; particularly in the content areas of data literacy and data culture.
- Knowledge and ability to think flexibly and to adapt work to the needs of the Academics Department
- Demonstrated ability to consult with a variety of groups and individuals.
- Demonstrated ability to work flexibly on a collaborative team.
- Demonstrated flexible thinking and ability to work in ambiguity.
- Experience in working with adult learners.
- Demonstrated expertise in specific content areas and best practices for all students ranging in abilities from special needs to accelerated learners.
- Demonstrated leadership skills in professional development including organizing and facilitating sessions.

**QUALIFICATIONS**

Bachelor's degree in related field (required)

Minimum of five years of successful teaching experience.

Minimum of three years of successful coaching experience and previous successful experience working with adult learners.

Minimum of 7 years of professional experience in K-12 public education, with at least 3 years in school based or central department leadership roles.

Demonstrated strong commitment to leading for equity for marginalized students and their academic outcomes.

Demonstrated understanding of a PK-12 perspective.

Demonstrated strong leadership skills and ability to support school teams to take District priorities to scale in their buildings.

Experience effectively facilitating professional development.

Deep understanding of grade-level standards and instructional practices that impact student outcomes.

Attendance of the foundational eight days of Cognitive Coaching Seminar or other coaching program recommended, but not required.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Superintendent

Supervises division staff

**WORKING CONDITIONS**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 40% sitting, 30% walking, and 30% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards.

**JOB TITLE****JOB DESCRIPTION**

The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

**Exempt**

**WORK YEAR**

**260**

Chief of Staff

**SUMMARY OF FUNCTION**

The Chief of Staff is responsible for advising and supporting the Superintendent on day-to-day matters in the District. This position is a change agent who creates a culture of high expectations and conditions that result in dramatic, accelerated student achievement, closing the achievement gap, and improving school performance of all schools.

**ESSENTIAL JOB FUNCTIONS**

- Responds to daily electronic and in-person communications from the Board, internal administrators, elected officials and members of the public.
- Engages in daily communications with the Superintendent and Board members on issues facing the District.
- Communicates with parents in the District and parent representatives to various levels of the District.
- Communicates with school and departmental leadership and other District staff on all issues raised for the Superintendent's attention.
- Plans, organizes, and directs the activities of the Office of the Superintendent; directs programs and operations, monitoring the results to assure the Department achieves tactical goals and plans.
- Provides leadership, management and direction to the Office of the Superintendent staff; identifies opportunities to institutionalize prudent financial management practices; develops efficient and accountable financial infrastructure in district practices and policies; manages assigned staff, and assigns tasks, programmatic responsibilities, and projects; evaluates performance, resolves workload and technical issues, and assures that goals are defined and achieved.
- Attends and represents the District at community meetings, events and school functions.
- Acts as liaison to and responds to requests from national, State and local elected officials and their staff.
- Liaison for the Superintendent with private and public community organizations to establish or strengthen partnerships in support of the Superintendent's agenda and goals.
- Demonstrates courteous and cooperative behavior when interacting with students, clients, visitors, and district staff; acts in a manner that promotes a harmonious and effective workplace environment
- Enthusiastically promotes the Superintendent's goals and priorities in compliance with all policies and procedures.
- Maintains absolute confidentiality of work-related issues, records and district information.
- Other duties or tasks may be assigned on an as-needed basis
- At times may be required to work outside normal business hours and work extended hours to accomplish requirements of the position.

**OTHER DUTIES**

- Perform related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Principles, practices and procedures of public administration in an educational setting.
- Administrative principles and practices, including goal setting, program development, implementation and evaluation, and the management of employees through multiple levels of management.
- Functions, authority, responsibilities and limitations of an elected Board.
- Principles and practices of developing teams, motivating employees and managing in a team environment.
- Principles and practices of budget development and administration.
- Applicable legal guidelines and standards effecting District.
- Social, political, economic, environmental and related issues influencing

JOB TITLE

JOB DESCRIPTION

District functions and activities.

- Techniques for dealing with a variety of individuals from various socio-economic, ethnic and cultural backgrounds, in person and over the telephone, occasionally when relations may be confrontational or strained.
- Principles and techniques of making effective oral presentations.
- Planning, organizing, administering, coordinating, reviewing and evaluating a wide variety of District programs and services through executive management staff.
- Developing effective work teams and motivating individuals to meet goals and objectives and provide customer services in the most cost effective and efficient manner.
- Developing and implementing goals, objectives, policies, procedures, work standards and internal controls.
- Interpreting, applying and explaining complex laws, codes and regulations.
- Preparing clear and concise reports, correspondence and other written materials.
- Using initiative and independent judgment within general policy guidelines.
- Using tact, discretion and prudence in dealing with those contacted in the course of the work; dealing successfully with a variety of individuals from various socio-economic, ethnic and cultural backgrounds, in person and over the telephone.
- Operating a personal computer using standard and specialized software.
- Communicating effectively verbally and in writing.

**QUALIFICATIONS**

- Master's Degree in Education or a closely related field; AND eight (8) years of professional experience in progressively responsible academic administration; OR an equivalent combination of education, training and experience.
- Prefer Ph.D. or Ed.D. degree.
- Hold, or be eligible for, a Colorado Superintendent's license.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Superintendent.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Chief of Strategy and Implementation

**SUMMARY OF FUNCTION**

Oversees the implementation of strategic initiatives leveraging performance management and project management action plans that will advance the quality, effectiveness, and outcome of services received by all stakeholders. The position oversees the activities and goals of the District's strategic initiatives in areas of school performance and district outcomes. Responsible for strategic planning efforts, supervision of the District's Design Thinking Lab, Board of Education liaison relationships, continuous improvement, and strategy implementation that will advance the quality, effectiveness, and outcomes of students in District 11.

**ESSENTIAL JOB FUNCTIONS**

Work directly with the Superintendent and other District's Executive Cabinet members to provide overall strategic leadership and tactical implementation for organizational strategy development, programmatic growth and quality. Provide strategic direction to relevant departments regarding performance, accountability, and efficacy.

Provide oversight and direction for cooperative project planning across District departments and with other agencies.

Work with staff to establish programmatic benchmarks and data tracking systems to monitor the District's progress regarding the District's strategic initiatives.

Facilitate strategic planning processes for schools and District departments. Support executive teams and special strategic project leads to streamline initiatives and clearly communicate objectives and outcomes.

Improve current processes and optimize organizational procedures for efficiency and productivity.

Coordinate project management processes and methodologies in developing individual project plans and project schedules to ensure performance measures, customer satisfaction, and student achievement requirements are identified as part of the project implementation plan.

Serve as a subject-matter expert, handling inquiries, developing action plans, and assisting with the preparation and dissemination of communications on special projects and district strategy.

Co-design and implement revised evaluation methods supported by valid and reliable measures of performance, explicitly linked to the District's strategic initiatives.

Oversee processes related to annual accountability for administrators, including the Superintendent of Schools, related to the meeting of District outcomes identified in the District's strategic priorities.

Co-create plans for gathering data on a timely basis, identifying objective results, communicating outcome results to the Board and community, and recommending revisions to objectives as needed.

Assist in the selection of research-based continuous improvement processes and professional development to offer the greatest opportunities for improvement of student achievement.

**OTHER DUTIES**

Perform other duties as assigned by the Superintendent.

**KNOWLEDGE, ABILITIES AND SKILLS**

Demonstrated success in overseeing projects related to continuous improvement and/or K-12 student achievement. Leading and inspiring highly effective teams with responsibility for data analysis and evaluation.

Excellent oral and written communication skills with customer-service orientation that leads to mutually beneficial relationships with management groups, external partners and professional staff.

Computer skills as required for the position.

**QUALIFICATIONS**

Master's degree from an accredited institution.

A minimum of five (5) years of experience leading strategic planning,

JOB TITLE

JOB DESCRIPTION

organizational development, and designing and implementing performance measurements.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Superintendent. Supervises executive management and other staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Chief of Student Experience and Success

### **SUMMARY OF FUNCTION**

The Chief of Student Experience and Success champions all students and ensures their active participation in learning and development. This includes accountability for the quality of student support structures, the efficacy of teaching practices and student experiences in the classroom, the impact of specialized instructional practices and student services, and the processes for ensuring active student participation in learning and development.

#### **Core Responsibilities:**

The Chief of Student Experience and Success will be a driving force in shaping student learning experience across the district. This leader will refine school support structures to maximize the impact of specialized instructional practices and student services. This role will provide leadership and direction to the Gifted and Talented, Multilingual Education, Special Education team, and College and Career Success teams, empowering them with the resources, tools, and support needed for success. In collaboration with the Chief of Instruction and the Chief of Curriculum, this role will focus on the success of each student in supporting the execution of the academic strategy, instructional framework, and pedagogical approach to achieve improved student outcomes. This involves developing programs to address diverse student needs, ensuring compliance, and partnering with outside agencies. The Chief of Student Experience and Success will be a key member of the Superintendent's leadership team and will be responsible for increasing academic outcomes across all student subgroups. They will ensure research-based approaches and refined school support structures to maximize the impact of specialized instructional practices and student services focusing on meeting the unique needs of learners. The Chief will also champion future-ready initiatives, including College and Career Success programs and robust Career and Technical Education (CTE) pathways aligned with workforce demands. The Chief of Student Experience and Success will foster collaborative leadership and team development, empowering content and coaching teams, facilitating cross-departmental collaboration, and using data to drive improvement and communicate student progress to stakeholders.

#### **ESSENTIAL JOB FUNCTIONS**

- Lead and champion the district's commitment to student experience and success.
- Refine and optimize school support structures for specialized instruction and student services.
- Provide leadership and direction to Gifted and Talented, Multilingual Education, Special Education, College and Career Success teams, Counseling, Homebound Instruction, Student Services, and Student Engagement.
- Collaborate with the Chief of Instruction and Chief of Curriculum on academic strategy, instructional framework, and pedagogy.
- Drive student achievement and expand learning opportunities for all students, focusing on MLL, students with disabilities, and gifted students.
- Ensure research-based instructional programs are aligned with student growth and development objectives.
- Oversee programs for diverse student populations, ensuring compliance with all regulations (IEPs, language acquisition plans, gifted programming).
- Streamline departmental collaboration for seamless instructional support.
- Develop comprehensive career-connected experiences and post-secondary planning and communication systems.
- Lead College and Career Success initiatives, including CTE and Future Centers.
- Utilize data-driven adjustments to maximize program effectiveness and student outcomes.
- Address diverse student educational, physical, and emotional needs through comprehensive systems and programs.
- Interpret, implement, and communicate relevant federal, state, and district

laws, policies, and procedures related to student services, and ensure that all staff within the department are working cohesively to track, implement, and communicate key instructional programs.

- Guide policy and program changes for consistent student achievement.
- Establish collaborative structures for maximizing specialized instruction and student services and cultivate leadership and team development.
- Analyze student performance data and implement data-driven strategies to identify growth areas to close achievement gaps and improve student outcomes.
- Maintain stakeholder transparency through regular communication of student progress.

#### **OTHER DUTIES**

Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit.

#### **KNOWLEDGE, SKILLS AND ABILITIES**

- Ability to develop positive, collaborative relationships to foster a culture of continuous improvement.
- Strong facilitation/presentation skills to effectively design and lead adult professional learning.
- Strategic thinking skills to enable the development of strategy and action planning for results.
- Basic computer and word processing experience.
- Knowledge of educational pedagogy as applied to the development and implementation of elementary and secondary instructional programs
- Ability to provide leadership to the District in instructional programs
- Ability to plan and direct instruction program development and implementation for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others
- Knowledge of educational administration as applied to the development and implementation of educational program such as curriculum, instruction, assessment, evaluation and technology for the District
- Knowledge of Colorado laws, rules and regulations governing instructional program development and implementation.

#### **QUALIFICATIONS**

Bachelor's Degree (required)

Master's Degree (required) in related field (Curriculum and Instruction, educational research or educational administration)

Minimum of 7 years of professional experience in K-12 public education, with at least 3 years in school based or central department leadership roles.

Demonstrated development of curriculum and instructional programs and teaching

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Superintendent

Supervises division staff

#### **WORKING CONDITIONS**

The work is performed in a typical office environment.

#### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

**FLSA STATUS**  
Exempt

**WORK YEAR**  
260 Days

JOB TITLE

JOB DESCRIPTION

Child Find Admin Assistant- Early Childhood

SUMMARY OF FUNCTION

Performs high level secretarial tasks and administrative assistance to supervisor to ensure the successful operation of the Child Find Evaluation program, as a part of the Early Childhood Education Department.

ESSENTIAL JOB FUNCTIONS

- Oversees process of and assumes responsibility for timely and accurate completion of all administrative tasks in Child Find.
- Communicates with families, school districts, early intervention providers, and private therapy/medical providers to obtain necessary records.
- Prepares paperwork and files for incoming student evaluations, and review completed files for accuracy and completion before sending them for filing.
- Coordinates workloads and information with other support staff which may include:
  - Oversees maintenance of office equipment
  - Maintains inventory/ordering supplies
  - Maintains or monitors budget and accounting records
  - Schedules appointments and meetings, coordinates activities required for meetings, appointments, conferences, etc.
  - Coordinates collection and processing of forms required by local, state and federal programs
  - Prepares correspondence and documents through the use of word processing
  - Maintains spreadsheets for tracking student and child find data
  - Maintains confidential files
  - Responds to inquiries from office visitors, schools, other departments, outside agencies and the public regarding specialized information records, policies, procedures, projects, programs, and services
  - May interpret District policies and procedures

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
- Ability to work with confidential information
- Ability to operate standard database, spreadsheet and word processing software
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to operate keyboard devices at a moderate speed, ability to use e-mail and online calendars for scheduling
- Ability to coordinate and participate in video conferencing
- Ability to manage multiple priorities, shifting priorities, and frequent interruptions
- Ability to organize and plan workload to meet district, state, and federal timelines
- Knowledge of payroll processing and/or standard accounts maintenance procedures

QUALIFICATIONS

- High School diploma or equivalent
- Minimum three years clerical/secretarial /bookkeeping/account experience and maintenance
- Knowledge of computers, software programs, database and spreadsheets

JOB TITLE

JOB DESCRIPTION

- May include: Coursework in office practices/ vocational courses
- CPR/First Aid Certification
- Initiate appropriate actions in the absence of administrator; may act as liaison between supervisor and other areas

ORGANIZATIONAL RELATIONSHIPS

Reports to Director of Early Childhood Education

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Non-exempt

WORK YEAR

260 Days

JOB TITLE

JOB DESCRIPTION

Claims Adjuster - General Liability

**SUMMARY OF FUNCTION**

Investigates, evaluates and concludes assigned general liability claims and professional liability/errors& omissions claims; and establishes claim reserves. Coordinates the processing and payment of such claims and the maintenance of claim files.

**ESSENTIAL JOB FUNCTIONS**

- Evaluates, investigates, initiates and concludes general/professional liability activities using good judgment and discretion in accomplishing daily operations of the Risk Management office
- Identifies fraudulent or suspicious claims and/or injuries and initiates an appropriate response
- Coordinates, approves, recommends and manages the use of appropriate legal defense and investigative services
- Provides advice to appropriate staff and schedules and attends dispositions and litigation reviews
- Establishes, evaluates, documents, and monitors on a monthly basis appropriate claim reserves to maintain adequate funds to meet liabilities
- Identifies unsafe employee work practices and/or unsafe conditions contributing to serious "risk of loss" to the District, and assists in the development of associated safety training, annual budget, reporting and measurable criteria to evaluate the related programs
- Coordinates regularly scheduled meetings as needed with appropriate District staff and/or third parties

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of commercial insurance adjustment procedures
- Ability to investigate insurance claims, establish facts and make sound recommendations
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Bachelor's degree or equivalent in business administration or related field
- Seven years experience in claims adjusting involving general liability, bodily and injury claims, professional liability/errors& omissions claims and lawsuits, with three years of supervisory experience in Colorado
- Licensed Colorado claims adjuster or in process of obtaining such a license
- Valid drivers' license

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by Insurance and Claims Manager.

**WORKING CONDITIONS**

The work is primarily performed in a typical office environment with periods at worksites and accident scenes.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate physical activity, and is performed in offices, at other work sites, and accident scenes. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Exempt

## JOB TITLE

## JOB DESCRIPTION

Claims Adjuster - Worker's Compensation

## SUMMARY OF FUNCTION

Investigates, evaluates, manages and concludes associated claims. Establishes claim reserves within approval levels; authorizes the processing of claim payments, maintains claim files, and assures for compliance with the district's legal claim reporting obligations. Investigates, evaluates and concludes the recovery of expenses from subrogation, restitution or insurance policy remuneration.

## ESSENTIAL JOB FUNCTIONS

- Provides litigation management on district litigated workers' compensation claims
- Responsible for subrogation notification and recovery efforts related to workers' compensation claims.
- Investigates, evaluates, directs, and concludes claims and related activities as part of the daily operations of the Risk Management Office.
- Determines compensability or identifies questionable claims/injuries and manages appropriate responses.
- Counsels employees who suffer injuries; provide guidance on claim issues and other workers' compensation benefits available to them.
- Evaluates, establishes, documents, and monitors claim reserves to adequate levels to control and pay the district's liabilities on a timely basis.
- Coordinates, approves, recommends and directs the use of appropriate medical, legal or other professional, claim-related services.
- Authorizes, processes and documents timely payments of funds for claim-related expenses, recovery and reserves within authority levels.
- Makes appropriate and timely claim-related filings to the Colorado Division of Workers' Compensation, and/or other parties as required.
- Authorizes, coordinates, manages, and appropriately documents claim files to include medical, indemnity, legal, subrogation and any other claim-related activities through risk management information system.
- Coordinates activities of claim review panels; recommends the level of appropriate settlement offers.
- Provides insurance policy related recommendations to district staff and management.
- Identifies unsafe employee work practices or loss related conditions or hazards to risk management and coordinates with supervisor and Safety Manager.
- Provide input and recommendations at depositions, litigation, and medical meetings as required.
- Notifies management of claim status as appropriate within financial authority levels.

## OTHER DUTIES

- Performs related work and duties as assigned

## KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of commercial insurance claim adjustment procedures
- Proven ability to investigate insurance claims, establish facts and make sound recommendations
- Proven ability to communicate effectively
- Proven ability to work cooperatively with others
- Capacity to keep abreast and up-to-date with dynamic complex insurance and legal requirements through continuing education
- Familiar with certain regulatory requirements in their area of adjusting claims that may include Colorado Workers' Compensation benefits; the Colorado Governmental Immunity Act; EEOC, ADA, and Employment Law for public agencies preferred.

JOB TITLE

JOB DESCRIPTION

- Proven skills in critical decision making, working with complex issues, and in working with professionals in insurance industry, law and/or the medical field
- Ability to interpret and understand legal and contractual language and issues related to commercial insurance needs
- Good analytical skills, mathematical and bookkeeping skills; strong skills with data analysis, and the storage, retrieval and use of data base software; some knowledge of programming concepts
- Proven ability to establish and maintain effective working relationships with district personnel and management, medical, legal and/or other service providers, consultants, and with injured persons, their families and employees' supervisors
- Good judgment skills; skills working with ambiguous information and skills as a self-starter and team player
- Aptitude in organizing, prioritizing and processing work flow under pressure
- Aptitude in recognition of sensitive information and maintaining confidentiality

QUALIFICATIONS

- Associates or Bachelor's degree and/or significant training or experience in related areas (1) general insurance claims investigating, adjusting, processing, etc. (2) insurance policy service, purchasing, renewal and (3) multi-line insurance coverage management, service, records management, and data reporting activities.
- Knowledge or certification in related claims or insurance management profession, such as Associate Risk Management (ARM), Commercial Insurance Service Representative (CISR), other insurance professional designations, or progress to obtain such certification preferred.
- Minimum of five years of progressively responsible experience as a commercial insurance service representative, underwriter or claims professional and at least five (5) years' experience servicing the insurance requirements of a large employer within a centralized office.
- Possession of a valid Colorado driver's license and insurable.

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Risk Manager

WORKING CONDITIONS

The work is primarily performed in a typical office environment with periods at worksites and accident scenes. Requires ability to visit locations away from the office, sometimes in poor weather conditions and difficult terrain. May require use of personal auto on district business, and may be asked to respond to emergency situations periodically during and after normal work hours

PHYSICAL DEMANDS

The work is primarily sedentary with periods of light to moderate physical activity, and is performed in offices, at other work sites, and accident scenes. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSASTATUS

Exempt

WORK YEAR

260 Days

JOB TITLE

JOB DESCRIPTION

Class Size Aide

SUMMARY OF FUNCTION

Assists classroom teachers by working with students and by preparing materials.

ESSENTIAL JOB FUNCTIONS

- Provides extra assistance to students in small groups and one on one
- Reinforces skills instruction
- Prepares instructional materials
- Performs typing, word processing, data entry, filing and runs copies
- Maintains student records and files of students' work
- Participates in planning activities and discussions regarding students' needs and progress
- Assists with parent involvement programs
- Supervises students in classroom, playground, lunchroom and other areas

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Knowledge of classroom routine and general school procedures
- Ability to operate keyboard devices at moderate speed
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High school diploma or equivalent
- Prior experience working with children

ORGANIZATIONAL RELATIONSHIPS

Reports to assigned teacher or other supervisor.

WORKING CONDITIONS

The work is performed in school classrooms.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Clerical Sub

SUMMARY OF FUNCTION

Performs high level secretarial tasks and administrative assistance to principal/supervisors to ensure the successful operation of program.

ESSENTIAL JOB FUNCTIONS

- Coordinates workloads and information with other support staff which may include:
  - Overseeing maintenance of office equipment
  - Issuing building keys
  - Maintaining accounting records
  - Collecting, recording, depositing monies
  - Submitting payroll information
  - Assembling, editing work processing
- Processes mail, answer phones, assists in preparation of reports, maintains staff and building files, answers inquires from staff, students, parents and all other customers
- Develops and maintains professional working relations with other district employees
- Substitutes are expected to observe the same ethical codes as all District employees
- Pupil records of any description are confidential and must be treated as such
- You are responsible for the proper use and care of office materials
- Perform clerical and organizational tasks
- Demonstrates punctuality, good attendance, good attitude
- Attire should reflect the professional position of the employees

OTHER DUTIES

- Perform related duties as assigned.

QUALIFICATIONS

- High School diploma or equivalent
- For all long term positions (10 consecutive days) a copy of your Associates Degree or 48 Semester Hours
- 2 professional, signed letters of recommendation (must be within the last two years)
- Fingerprints

ORGANIZATIONAL RELATIONSHIPS

- Reports to assigned teacher, supervisor or Principal

WORKING CONDITIONS

- The work is performed in a school office.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 10 pounds; climb stairs, ladders or scaffolding; bend and crouch, reach, hold, grasp and turn objects: use fingers to operate computer or typewriter keyboards. Occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently sitting, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing and talking.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Clerk Dispatcher

SUMMARY OF FUNCTION

Manages telephone, radio and written communications regarding criminal justice, public safety and security issues into and out of the School Safety and Security Department.

ESSENTIAL JOB FUNCTIONS

- Answers telephone calls into the School Safety and Security Department, and appropriately routes the calls
- Enters incident reports into the IRIMS (report) software and distributes copies to appropriate personnel, CSPD, Schools, etc.
- Monitors security alarm system for fire, intrusion and other emergency alarms and dispatches appropriate response unit(s)
- Collects, records and stores all items of evidence which is turned into the Security Office
- Monitors radio calls into the Department of School Safety and Security and dispatches mobile security officers or other personnel as needed or directed
- Performs record keeping tasks related to the occurrences of incidents of crime, misconduct and other unusual occurrences
- Collates, types and/or prepares information on crime specific problems or general crime bulletins to buildings and other personnel
- Ensures the timely notification of principals or designees of SHO/DI enrollment or transfer
- Maintains files of incident reports, search reports and property booking reports
- Maintains records of police extra duty assignments, campus supervisor overtime assignments and security officer overtime assignments
- Relieves the central administration receptionist as required

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Ability to perform general office clerical tasks quickly and efficiently
- Ability to operate keyboard devices at moderate speed
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent
- Three years of experience in office clerical work

ORGANIZATIONAL RELATIONSHIPS

Reports to Director of Security.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

College and Career Coach

&lt;figure class="table"&gt;

**SUMMARY OF FUNCTION**

Responsible for serving as a resource and guide for District students preparing for postsecondary education and career opportunities. Duties include guiding and supporting students and their families through accessing concurrent enrollment, career experience opportunities and the college application process; organizing career tours and college visits; assisting families with understanding the dynamics of post-secondary institutions; and coordinating closely with the school district officials, principals, and counselors. This position supports high school counselors in the student completion of their Individual Career and Academic Plans.

**1. ESSENTIAL JOB FUNCTIONS**

- Deliver career experiences and college access services through individual advising, group facilitation, classroom lessons, workshops, presentations, and parent/family outreach focused on accessing concurrent enrollment, career and college application assistance, career advising, college campus visits, interfacing with admission officers, financial aid advising, scholarship assistance, assistance with Free Application for Federal Student Aid (FAFSA) submission, assistance with college enrollment process, and ongoing advocacy.
- Individualized support for students:
  - Helping students understand eligibility criteria and meeting important deadlines
  - Personalized counseling regarding guaranteed transfer and how to investigate degree program requirements
  - Facilitation of registration and enrolling in classes
  - Helping students assess the potential benefits and challenges of concurrent enrollment
- Collaborate with school counselors, school staff and community partners to coordinate and/or deliver specified services focused on college and career awareness and early preparation.
- Connected to student goals and plans, create bridges between students and the continuum of career connected learning opportunities, working with relevant partners and school staff, and supporting accurate documents
- Support the operation of Future Centers in District 11
- Participate in staff, program, and advisor meetings and professional development opportunities and assist in the planning and facilitation when appropriate.
- Collaborate with the Future Ready College and Career team district-wide for planning and execution of programming.

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- A passionate and committed belief that youth can rise above seemingly insurmountable obstacles and stay engaged in school, graduate, and enter into postsecondary education.
- Excellent oral communication, presentation and writing skills.
- Strong organizational skills, attention to detail, accuracy, and timeliness with assigned tasks.
- English language skills required. Oral and written fluency in Spanish highly desired.
- Strong research skills, including fact checking and information gathering.
- Proactive problem-solver who demonstrates initiative and ability to work individually and in a team.
- Dynamic self-starter who is highly motivated, comfortable in taking initiative,

JOB TITLE

JOB DESCRIPTION

establishes priorities, completes complex assignments independently in a timely manner, and adapts quickly to changing needs.

- Must have a mindset for change and a demonstrated ability to create a positive culture and sense of empowerment for students/families.
- Operate in a professional manner, including proper attire, ethical behavior and strict confidentiality with student/family information.
- Facilitate effective collaboration and resolve conflict.
- Develop and implement systems and manage multiple projects.
- Communicate with diverse audiences with responsibility, integrity, confidentiality, and sensitivity.
- Ability to work some evenings and weekends at events and functions.
- Knowledge of and experience with a variety of technology tools, including databases, various software programs, Internet tools and communication tools.

**QUALIFICATIONS**

- High School diploma or equivalent
- Higher education experience (e.g. as a student and/or employee)

**PREFERRED**

- Prior experience in higher education admissions or other relevant experience in college preparatory services, career/workforce development, or in a related field
- Experience working with youth (especially those who are traditionally under-resourced) and a demonstrated passion for helping students succeed

**ORGANIZATIONAL RELATIONSHIPS**

Reports to College & Career Access Coordinator

**WORKING CONDITIONS**

The work is performed in a typical office environment and in schools  
Flexibility in daily work schedule is required

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Non-Exempt

**WORK YEAR**

200 Days</figure>

College and Career Counselor

**SUMMARY OF FUNCTION**

Articulates the vision of College and Career Readiness to district and school personnel, students, parents, industry, and community members. Continuously promotes a culture of college and career awareness at his/her school site and coordinates this with aligned district staff. Ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents, and increase engagement with college and career experiences for all students. Synchronizes district and school personnel with practices, activities, data collection, and related connections to college and career success. Works in partnership with district counseling staff.

**ESSENTIAL JOB FUNCTIONS**

- Educate students and parents about career experience opportunities, colleges, the college admissions process, trends, procedures and testing in collaboration with district and school personnel.
- Designs, prepares, schedules and presents seminars regarding College and Career Readiness. Educate students, families and staff on college and career programs including but not limited to: Concurrent Enrollment, Dual Enrollment, Extended Studies, Career Start, Career Pathways, D11 Promise, ASCENT, T-REP, Articulation Agreements, Work-based Learning and all additional programs as assigned.
- Provides students and families with comprehensive information about college and career costs, options for paying for college and training, financial aid, scholarship processes and eligibility requirements.
- Consults with college admissions representatives and serves as a liaison with college admissions offices throughout the year
- Promotes, delivers, and initiates outreach of career exploration opportunities for students and support student access to career experiences.
- Compiles data and prepares designated reports regarding college and career preparation
- Promotes, maintains, and disseminates information about standardized tests such as SAT, ACT, AP and IB exams
- Develops promotional materials to promote College and Career opportunities
- Provides technical assistance to participants in completing financial aid and college applications
- Facilitates and presents professional development for staff as well as participate in staff development, in-service training, meetings, and conferences as required
- Identifies and utilizes state and local resources within the community and maintain positive relationships
- Initiates and maintains effective liaison with higher education and the Higher Education Coordinating Board to keep abreast of new developments and ideas for post-secondary education plans
- Tracks student attendance, grades and related data for Concurrent Enrollment programs
- Supports school e counselors, educational institutions, and other community agencies to ensure accuracy and relevancy of programs in conjunction with district goals
- Coordinates College and Career opportunities with CTE program liaisons
- Attends and supports CTE curricular/advisory program meetings
- Develops mentorships and internships for students in CTE programs
- Acts as school site ICAP accountability leader.
- Attends evening and weekend events and activities.
- Works in collaboration with school counselor for data/information as needed.

**OTHER DUTIES**

- Other duties as assigned

JOB TITLE

JOB DESCRIPTION

KNOWLEDGE, ABILITIES AND SKILLS

- Counseling experience preferred.
- Program coordination and supervisory experience preferred, or any equivalent combination of training and experience which provides the required knowledge, skills and abilities

QUALIFICATIONS

- Bachelor's degree in Education, Master's degree in Education, Education Administration or related field.
- Must have appropriate Counseling state licensure and/or CTE credentialing as requested within one year of employment.

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director of Future Ready

WORKING CONDITIONS

- The work is performed in a typical office environment and in schools
- Flexibility in daily work schedule is required

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

187 Days

Commander Security Operations

**SUMMARY OF FUNCTION**

Principal advisor on all matters related to the protection of lives and property, preservation of peace, and enforcement of laws and regulations in the District.

**ESSENTIAL JOB FUNCTIONS**

- Direct District-wide campus security activities with school administration, including the development of emergency response and crisis plan, and investigations into violation of District Security Policies.
- Develop, deliver and manage basic training and in-service training programs on security issues to Campus Security, students, staff and community.
- Assist the Assistant Superintendent/CIO in collaboration with district stakeholders for input toward planning and implementing Security programs that align with the District Business Plan.
- Oversee and approve employment of Security Department employees, as well as overseeing other human resource functions, such as initial employee screening for open campus security positions, compiling and forwarding hiring lists to building administrators, training, grievance handling, performance evaluations, discipline and terminations of up to 46 ESP staff members.
- Directs and supervises two security coordinators, one security investigator, 1 security specialist, 1 clerk/dispatcher and 10 armed district patrol officers, to include training certification.
- Researches and advises Assistant Superintendent/CIO on safety and security topics, as well as on purchases of security and communication equipment.
- Ensure the enforcement of local, state and federal laws and regulations pertaining to K-12 school security processes. Represents the Security Department to local, state and federal law enforcement and public safety agencies in matters of mutual interest.
- Conducts security assessments of problem areas, schools and District property, utilizing techniques of crime prevention through environmental design (CPTED).
- Creates the department's budget and approves all expenditures.

**OTHER DUTIES**

Performs other duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to effectively manage conflict, and to supervise and direct the activities of others in stressful situations.
- Knowledge of emergency response procedures, and use of force and restraint laws and procedures.
- Demonstrated proficiency in the use of firearms.
- Proficiency in the use of standard office computer programs, and the ability to learn specialized computer applications.
- Excellent verbal and written communication skills to include the ability to prepare detailed written plans and reports, and to speak in public to include training, presentations and court testimony.

**QUALIFICATIONS**

- Bachelor's degree from an accredited college or university preferred.
- Must have attained a Colorado POST certification; or must have successfully completed a State certified, Federal or Military police academy.
- Five years of related work experience in law enforcement, school security or private security, at least three of which must have been in a supervisory or investigative capacity.
- Specialized training in general criminal investigations, fraud or financial investigation techniques, interviewing techniques of police supervision.

JOB TITLE

JOB DESCRIPTION

- Must be able to obtain an El Paso County Sheriff's office concealed handgun permit.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to the Assistant Superintendent/CIO.
- Liaison with local, state and federal law enforcement officers on related District affairs as directed.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

Walking, standing or sitting for long periods of time. May be exposed to all kinds of weather. Potential contact with violent youth and/or adults. Potential for physical intervention in fights and potential for conducting a forceful physical arrest. Potential for exposure to dangerous elements, situations and persons.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Community Liaison

**SUMMARY OF FUNCTION**

Establishes and maintains communication and productive relationships among school staff, community agencies, parents and students to assist students and their families in the resolution of problems and crisis, and to support and encourage students.

**ESSENTIAL JOB FUNCTIONS**

- Counsels students one on one regarding academic, attendance and personal problems and school and community resources for assistance
- Provides motivation and recognition for high risk students
- Assists in crisis resolution in home and school
- Encourages personal growth and development of self esteem and self motivation
- Provides information about student's status to school staff and facilitates assistance for promoting academic success
- Coordinates meetings of school staff, parents and students and community agencies
- Assists students and their parents toward achieving responsible life skills
- Encourages and models positive leadership
- Organizes job contacts/employment programs
- Offers career planning, college information and application assistance, and vocational training opportunities
- Contacts students and parents by phone or home visits to provide assistance in obtaining food, clothing, shelter, medical treatment necessary to maintain the family environment
- Notifies community agencies when necessary to report situations needing their response
- Transports students in emergencies and other situations as needed

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the parenting and of the educational needs and experiences of families
- Ability to provide support, liaison, and assistance to parents and students in utilizing the educational opportunities of the school system
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- High school diploma or equivalent
- Volunteer or work experience in community agencies or schools
- Valid driver's license (yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal or Student Personnel Coordinator.

**WORKING CONDITIONS**

The work is performed in a typical office environment and in parents' homes.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt

JOB TITLE

JOB DESCRIPTION

Community Liaison - ELL

SUMMARY OF FUNCTION

Establishes and maintains communication and productive relationships among school staff, community agencies, parents and students to assist students and their families in the resolution of problems and crisis, and to support and encourage students.

ESSENTIAL JOB FUNCTIONS

- Counsels students one on one regarding academic, attendance and personal problems and school and community resources for assistance
- Provides motivation and recognition for high risk students
- Assists in crisis resolution in home and school
- Encourages personal growth and development of self esteem and self motivation
- Provides information about student's status to school staff and facilitates assistance for promoting academic success
- Coordinates meetings of school staff, parents and students and community agencies
- Assists students and their parents toward achieving responsible life skills
- Encourages and models positive leadership
- Organizes job contacts/employment programs
- Offers career planning, college information and application assistance, and vocational training opportunities
- Contacts students and parents by phone or home visits to provide assistance in obtaining food, clothing, shelter, medical treatment necessary to maintain the family environment
- Notifies community agencies when necessary to report situations needing their response
- Transports students in emergencies and other situations as needed

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the parenting and of the educational needs and experiences of families
- Ability to provide support, liaison, and assistance to parents and students in utilizing the educational opportunities of the school system
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High school diploma or equivalent
- Volunteer or work experience in community agencies or schools
- Valid driver's license (yearly motor vehicle records will be reviewed)
- Must be proficient in Spanish

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal or Student Personnel Coordinator.

WORKING CONDITIONS

The work is performed in a typical office environment and in parents' homes.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt

JOB TITLE

JOB DESCRIPTION

Community Relations Coordinator

SUMMARY OF FUNCTION

Assists in developing strong partnerships and enhanced communications between parents/families, school staff, District employees and the community at large.

ESSENTIAL JOB FUNCTIONS

- Conducts door-to-door canvass to discover needs, opinions and issues
- Develops long-term communication plan for the math science school
- To establish meaningful longer-term relationships with parents
- To create a systematic method for gathering and disseminating information from/to parents
- To educate parents more thoroughly about the magnet school itself, including benefits, requirements/expectations
- To generate support for and interest in the magnet school by parents within East's attendance area
- Organizes community potlucks, tours, specific activities for groups with like questions/interests, etc.
- Increases attendance-area parent participation
- Generates interest and support among parents outside East's attendance area
- Communicates internally about the new school, its schedule and operations with the rest of the district's faculty and staff members
- Generates interest and support among corporations and other community entities

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the parenting and of the educational needs and experiences of families
- Demonstrated ability to build trust with communities
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High school diploma or equivalent
- Volunteer or work experience in community agencies or schools
- Bilingual Preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal.

WORKING CONDITIONS

The work is performed in a typical office environment and outside working in the community.

PHYSICAL DEMANDS

The work can be sedentary but also includes periods of light physical activity both indoors and outdoors. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

Community School Coordinator

**SUMMARY OF FUNCTION**

Responsible for the development, implementation, integration, alignment and coordination of the community school strategy. The Community School will provide resources for students and families with the goal of minimizing obstacles to a successful education and/or family life, including resources related to expanded learning and enrichment opportunities, health/medical services, parent/family engagement, adult education, employment assistance, academic support/tutoring, English language learning, translation, transportation, and many others. To provide these resources, the Coordinator is responsible for securing and maintaining community and business partnerships and/or donations, including major gift/grant solicitation for the benefit of the school and community.

**ESSENTIAL JOB FUNCTIONS**

Develop and maintain a menu of needs-driven, high-quality programs and services in adherence with the Community School model, including, but not limited to, early childhood programs, expanded learning and enrichment opportunities, health/medical services, parent/family engagement, adult education, employment assistance, academic support/tutoring, English language learning, translation, transportation, and many others.

Secure and maintain community and business partnerships and/or donations, including major gift/grant solicitation.

Assess students' and families' needs on an ongoing basis.

Evaluate the effectiveness of services and programs provided within the Community School framework.

Fully ensure the alignment and integration of all programming with the school's vision and curriculum possible.

Perform other duties as assigned.

Integrate partners and community members into school governance structures (i.e., Instructional Leadership, School Climate, MTSS and Attendance teams, and Joint Initiatives community partner).

Manage the collection of data, timely submission of reports and responses to other requests for information.

Participate in capacity-building activities, including initiative-wide and site-based training, network meetings and study visits, and, with the Principal, ensure the participation of other site-based staff as needed or required.

Represent the Community School in various public forums as needed and participate in advocacy activities to promote the initiative.

Coordinate the Community School Leadership Team (school staff and community members) in identifying needs, setting priorities and implementing action plans.

**OTHER DUTIES**

Other duties as assigned

This job has no direct supervisory responsibilities.

Coordinates the efforts of the Community School Leadership Team (school staff and community members/partners) in identifying needs, setting priorities and

JOB TITLE

JOB DESCRIPTION

implementing action plans.

**KNOWLEDGE, ABILITIES AND SKILLS**

Excellent verbal, written and interpersonal communication skills.

Ability to form partnerships with businesses to increase resources available to children and families (including financial, medical and educational resources).

High level of initiative and ability to work independently.

Operating knowledge of and experience with personal computer, general office equipment, Microsoft Office Suite and Outlook.

May be required to work after regular business hours and during weekends

While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, coordinate, synthesize, evaluate and use interpersonal skills.

**QUALIFICATIONS**

Bachelor's degree in community organization, business, human services or a related field.

3 to 5 years of experience in business, human services or a related field.

Valid Colorado driver's license.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal/Designee

**WORKING CONDITIONS**

The noise level in the work environment is usually moderate.

**PHYSICAL DEMANDS**

While performing the duties of this job, the employee is frequently required to stand; sit; stoop, kneel, crouch or crawl; and talk. The employee is regularly required to lift and/or move up to 10 pounds and frequently required to lift and/or move up to 25 pounds. Specific vision abilities required by this job include distance vision, peripheral vision, depth perception and ability to adjust focus.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Compensation Coordinator

**SUMMARY OF FUNCTION**

The Compensation Coordinator assists the Director of Compensation in all areas of responsibility for the smooth operation of the Compensation office, performs high level administrative tasks that requires a high degree of critical thinking and confidentiality, assists with trainings, assists with correspondence, and maintains the individual calendar for the Director of Compensation. This position is highly involved in compensation, HR data projects, the annual Colorado Department of Education report, and audits.

**ESSENTIAL JOB FUNCTIONS**

- Exercises a high degree of independent judgment in planning, coordinating and initiating activities to accomplish daily operations using discretion, confidentiality, good judgment and professional finesse
- Manages time efficiently and independently, solves problems, particularly in the absence of the Director
- Assist the Director of Compensation with compensation data and the maintenance of District salary schedules
- Reviews and approves compensation offers for new, rehire, and promoted employees
- Manages position control function in PeopleSoft
- Responds to HR inquiries from office visitors, schools, other departments, outside agencies and the public
- May interpret District policies and procedures
- Assists with the annual Colorado Department of Education report
- Assists with maintenance of tables within PeopleSoft
- May update extensive salary tables within PeopleSoft
- Works with other departmental staff, especially those in the Payroll, Benefits, and ADS on issues of mutual concern such as processes, problem solving, upgrades
- Reviews and approves education increment reclassification
- Assists with the district retirement incentive plan
- Assists with the monthly Family Registry reporting
- Provides the Director of Compensation with information pertinent to the negotiations process each spring
- Creates federal and state labor posters as needed
- Assists with maintaining district job descriptions
- Attends recruitment meetings as necessary
- Supports the Director of Compensation with the creation of educator identification numbers and other CDE data
- Completes data entry and uploads documents into personnel files
- 
- OTHER DUTIES
- Performs related work as required
- 
- KNOWLEDGE, ABILITIES, SKILLS
- Knowledge of human resource policies, procedures, and practices
- Knowledge of Payroll processing and/or standard account maintenance procedures
- Knowledge of office practices and operations to include computer applications and general office equipment
- Ability to use and integrate technology

JOB TITLE

JOB DESCRIPTION

- Ability to analyze data, create a written summary of the information, and suggest solutions
- Ability to work under deadlines
- Ability to be flexible with changing needs of the department
- Ability to work cooperatively with others
- Ability to work with confidential information
- Ability to communicate effectively
- Skilled with calculations and basic accounting
- Skilled at using Microsoft Office programs to include Word, EXCEL and PowerPoint)

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• QUALIFICATIONS

- High School diploma or equivalent
  - College accounting classes or degree preferred
- Minimum five years of clerical/bookkeeping/accounting experience preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Compensation

WORKING CONDITIONS

The work is performed in a typical office environment

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

WORK YEAR

260 Days

## Compensation and Data Specialist

## SUMMARY OF FUNCTION

Performs high level clerical tasks related to human resources, compensation, and HRIS and KPI data. This position will also perform tasks related to specific project needs on an as needed basis. This position will report directly to the Human Resources Generalist, but interact on a daily basis with the Director of Compensation and the Executive Director of HR.

## ESSENTIAL JOB FUNCTIONS

- Oversees process of and assumes responsibility for timely and accurate completion of all office functions
- Coordinates workloads and information with other support staff
- Oversees maintenance of office equipment
- Maintains inventory/ordering supplies
- Maintains monitors budget and accounting records
- Submits payroll information
- Assembles editing word processing
- Maintains supervisor's calendar and schedules appointments and meetings, coordinates activities required for meetings, appointments, conferences, etc.
- Coordinates collection and processing of forms required by local, state and federal programs
- Prepares correspondence through the use of word processing
- Processes paperwork for employee leave/vacation/sick leave
- Maintains confidential files
- Responds to inquiries from office visitors, schools, other departments, outside agencies and the public regarding specialized information records, policies, procedures, projects, programs and services
- May interpret District policies and procedures

## OTHER DUTIES

- Performs related work as required

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
- Ability to work with confidential information
- Ability to operate standard database, spreadsheet and word processing software as it becomes available
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to operate keyboard devices at a moderate speed; ability to use e-mail
- Knowledge of payroll processing and/or standard accounts maintenance procedures

## QUALIFICATIONS

- High School Diploma
- 3 years of human resources experience
- Prefer experience with PeopleSoft and HRIS experience

## THESE POSITIONS MAY INCLUDE THE FOLLOWING

- May communicate complex, difficult leave benefits information to employees, which requires the ability to deliver difficult information to employees.
- Must maintain strict confidentiality regarding employee leave process and benefits provided.
- Must be an integral part of PeopleSoft upgrade during 14/15 with HR department and must collaborate with HR, Payroll, Benefits and IT to include problem solving, automation, and system testing.

JOB TITLE

JOB DESCRIPTION

- Knowledge of standard accounting and bookkeeping procedures including the collection of, as well as maintaining accurate accounts as applied to the requirements of School District 11
- Organize and direct office services and secretarial procedures in a school or executive office setting
- Train, supervise, oversee, assign or coordinate the production of work projects by other clerical staff or departments
- Accurate and quick arithmetic calculations
- Initiate appropriate actions in the absence of administrator; may act as liaison between supervisor and other areas
- Assist in screening and interviewing job applicants, recommend personnel actions and provide input to employee evaluations
- Coordinate in-service training with schools/departments
- Medical and industrial technology knowledge
- Assist in formulation of policy

ORGANIZATIONAL RELATIONSHIPS  
Reports to designated administrator

WORKING CONDITIONS  
The work is performed in a typical office environment.

PHYSICAL DEMANDS  
The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS  
Nonexempt

Compensation/Database Analyst

## SUMMARY OF FUNCTION

The Compensation/Database Analyst works under the general supervision of the Director of Compensation to provide analysis and support of all major functions reporting to the Director. Provides back-up support and acts as the point of contact when the Director is not available by meeting with employees and attending meetings.

## ESSENTIAL JOB FUNCTIONS

- Develops and maintains a thorough working knowledge of the PeopleSoft HR Database including fields, functionality, data entry methodology; payroll deadlines, error messages, etc.
- Develops an understanding of the interdependency of HR functions as they affect HR staff, payroll staff; benefits staff and IT staff
- Attends weekly Jump Start meetings to discuss matters of mutual concern to those in attendance
- Works with other departmental staff, especially those in the Payroll, Benefits, and IT departments on issues of mutual concern such as processes, problem solving; upgrades, etc.
- Audits database through various means to assure that the database is as current and as accurate as possible. Takes audit results and determines future course of action to resolve issues that are outstanding.
- Trains all new HR staff on how to perform data entry functions
- Maintains proper documentation regarding system including the development and maintenance of procedure manuals and more specialized training documents
- Runs queries to provide for data needs of requesting parties both internal and external to the department and provides data analysis as requested
- Responds to requests for assistance from employees and/or managers
- Develops an understanding of the situation, works with various parties to solve the problem
- Provides recommendations for implementing new solutions to existing situations or problems with approval implements solutions on a department, interdepartmental, or district wide basis
- Manages the position control function for the PeopleSoft system
- Assigns position control numbers, makes changes to existing positions; freeze's inactive positions. Answers questions and advises staff regarding position control matters
- Works with the Special Education Department, Title 1 Department, and budget office to reconcile matters of mutual concern
- Updates tables in PS system as requested
- Assists with upgrades to PS system by creating test case scenarios, testing data, recording results and problem solving issues
- Maintains a current knowledge of the Leave Processing part of the PeopleSoft system so she understands how it works
- Provides back up support to the Leave Processing Coordinator when he/she is not available
- Develops and maintains a thorough working knowledge of all of the technical and functional aspects of this system
- Maintains a working relationship with our account representative to assure continual positive working relationships and problem solving from either party
- Coordinates the interface between the SEMs software and PeopleSoft to assure that both systems operate efficiently and correctly
- Works with programmer at D11 to assure maximum performance of the system
- Trains new "administrators" on how to the system
- Responds to requests for assistance and problem solves solutions for either temporary or permanent fixes
- Researches issues and problems, identifies solutions and makes

## JOB TITLE

## JOB DESCRIPTION

recommendations for improvement to the system

- Manages the on-line time entry for payment of subs
- Produces reports regarding outstanding unapproved leave and sub pay approvals
- Reminds departments of deadlines
- Provides account string information where sub is to be paid from
- May pay all outstanding subs at the end of a month and then recover the funds from the proper accounts the following month
- Attends annual conference to obtain useful information regarding the system and networks with other users
- Provides back up to the SEMs Substitute Coordinator when she is not available
- Develops and maintains a thorough working knowledge of the retirement process at D11
- Maintains an up-to-date procedure manual describing the process
- Develops a calendar of events and assures that all activities relating to that calendar are implemented on time
- Acts as the primary contact for employee questions relating to the retirement process
- Able to answer all questions that prospective or current retiree's may ask
- Coordinates the update of any and all retirement documents with attorneys and other district staff
- Maintains timely and accurate files of retirement documents
- Prepares lists of retiree information for distribution to payroll and benefits departments on a timely basis
- Provides the Director of Compensation with information pertinent to the negotiations process each spring
- Provides lists for Board of Education approval at specified times during the year
- Coordinates the preparation and mailing of all retirement notices and other documents to employees involved in the retirement process each year
- Responds to requests for salary information from outside parties and consultants
- Prepares reports for Director of Compensation relating to compensation issues and prepares an analysis of data as requested
- Responds to requests from employees regarding compensation issues
- Researches files for employees who have questions regarding date of hire, seniority issues, etc.
- Receives requests to research questions raised by employees regarding sub pay or by other departments regarding pay problems
- Researches each case to determine the course of action
- Writes up journal entries to be approved by the Director of Compensation for processing
- Recovers Special Education and Title 1 funds that are owed to the HR Department on an annual basis
- Prepares journal entries for the recovery of funds to be approved by the Director of Compensation
- Monitors substitute budget on a monthly basis to insure proper expenditure of funds
- Acts as the lead person for the compensation team in HR
- Is the point of contact for staff that has questions when the Director is unavailable or has assigned these duties to the analyst
- Assists in giving direction and evaluating the staff assistant who works in the compensation section
- Conducts the annual inventory once a year as requested by the accounting department
- Reconciles items listed on the inventory roster, adds new items ,deletes items which no longer are in HR and provides information on items which have been

JOB TITLE

JOB DESCRIPTION

transferred to another department

**KNOWLEDGE, ABILITIES AND SKILLS**

- Working knowledge of human resource policies, procedures, and practices
- Working knowledge of human resource databases and report writing
- Working knowledge of Microsoft Excel and Microsoft Word
- Ability to analyze data, create a written summary of the information, and where requested provide for solutions or a workable method for solving problems
- Ability to meet with district staff and the public and to understand their requests and needs and to respond to such requests in a professional and timely manner
- Ability to work under deadlines and to be flexible in meeting the ever changing needs of the department
- Ability to present a positive and courteous image to all customers of the department internal as well as external
- Ability to use a computer keyboard, video monitor and 10-key calculator

**QUALIFICATIONS**

- A bachelor's degree in human resources, accounting, systems management business or similar field
- Three years of prior human resources experience to include knowledge of computer systems, software programs, databases, spreadsheets, human resource policy and procedures, project management, research and analysis of data.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports directly to the Executive Director of Human Resources
- Functions as the lead member of the compensation area team
- Interfaces daily with department staff, very often with payroll, benefit or IT department staff, district employees, and members of the public
- Represents the District and the Department to all levels of the organization and public who need to have information provided, questions answered, or problems resolved in a timely and effective manner

**WORKING CONDITIONS**

In a typical office setting.

**PHYSICAL DEMANDS**

The work requires manual dexterity and extensive use of a computer terminal, video monitor, printer, and 10-key adding machine. Long periods of sitting are required. Must be able to lift up to 20 pounds, climb stairs, bend, reach, and use the telephone.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Complex Manager

**SUMMARY OF FUNCTION**

Oversees and directs all food service activities in the base kitchen and schools within the complex. Order supplies and maintain inventory levels commensurate with their complex food production and service needs. Supervises all food and nutrition employees to meet menu production and service requirements. Prepares related reports to document activities as required. Scope of supervision includes Assistant Base Kitchen Manager, Lead Kitchen Specialists, Kitchen Specialists, General Assistants, Van Drivers, and Elementary & Secondary Kitchen Managers. Direct liaison with students, administration, faculty, staff and visitors at their school and within their complex.

**ESSENTIAL JOB FUNCTIONS**

- Demonstrates positive customer service attitude at all times
- Implement and enforce all operating standards for Food & Nutrition Services
- Oversees the functions and operations of the base kitchen, elementary and secondary kitchens within their complex
- Coordinates, assigns and schedules activities of supporting kitchen staff to ensure quality and efficiency in food preparation, delivery and service
- Fills in for or assists employees during preparation and service as needed
- Supervises daily activities of kitchen staff, van drivers and satellite kitchen managers
- Ensures that deliveries to satellite schools are filled correctly and schedules delivery of food and supplies to coincide with menu requirements and meal serving times
- Oversees and directs cleanup activities within kitchen, storage areas, service areas and dining areas
- Ensures proper sanitation and sterilization of utensils, equipment and facilities
- Supervises the maintenance of kitchen utilities and facilities
- Directs staff in proper care for and use of equipment
- Secures facilities at the end of the day
- Trains new employees and substitutes as needed
- Emphasis is on preparing these employees to meet the requirements of the positions they have been hired to fill
- Training will include quality of food, exemplary customer service, safe food handling and storage procedures, employee safety and safe work habits, proper sanitation and cleaning procedures, and appropriate appearance (dress, jewelry and hygiene)
- Train Assistant Base Kitchen Manager and complex satellite Kitchen Managers as needed regarding reporting and record keeping activities required of them
- Involved in employee selection process, makes hire recommendations and recommends disciplinary action as required
- Monitors and evaluates employee performance (probationary and annual evaluations)
- Coordinates and compiles meal forecast reports for complex for the purpose of purchasing necessary food and supplies, staffing and scheduling, and directing food preparation, delivery and service
- Orders food and supplies as needed from approved vendors. Orders based on meal forecasts and supplies on hand. Maintain accurate production records for food prepped and served
- Evaluates menu and recipes for continued improvement in customer satisfaction and cost controls
- Responsible for financial performance through targeted cost controls in food, labor and other costs
- Maintain accurate inventory and inventory controls
- Responsible for proper cash handling procedures, including recording daily cash sales, prepayments, deposit of cash receipts, and security of change fund

and petty cash as is assigned to their school

- Monitors monies collected from base kitchen operation plus satellite schools and prepares for deposit
- Monitors and maintains accurate records for meals served by category (i.e. free, reduced, full pay students and adults, ala carte sales)
- Prepares related forms and reports to document kitchen activities as required and submits to the central office in a timely manner
- Coordinates and assists with special functions/events as needed, this may include food preparation, set-up and service, and clean-up
- Actively participates in Leadership and All-Manager meetings
- On-site liaison with students, school administrators, faculty, staff and visitors

#### OTHER DUTIES

- Performs related duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

- Knows and practices positive customer service skills
- Proven leadership skills and ability to work cooperatively with others
- Commitment to quality through high standards and follow-up
- Ability to communicate effectively
- Basic computer skills
- Ability to handle cash properly and complete transactions and reports
- Good working knowledge of food and menu planning
- Knowledge of volume food preparation methods, procedures and techniques
- Good working knowledge of safe food handling skills
- Proper knowledge in use and care of kitchen equipment
- Excellent planning, organizational and coordinating skills
- Knowledge regarding purchasing programs, staffing and scheduling
- Ability to plan and work independently to meet deadlines
- Effective problem solving and decision making skills
- Ability to train and motivate others
- Shows initiative and creativity

#### QUALIFICATIONS

- High School diploma or equivalent
- Six years experience in food preparation with at least two years of management and supervisory experience

#### ORGANIZATIONAL RELATIONSHIPS

Reports to Complex Supervisor and Food & Nutrition General Manager. Supervises all personnel assigned to base kitchen and those working in complex satellite schools.

#### WORKING CONDITIONS

- Exposure to kitchen equipment and utensils
- Working near hot ovens in areas that may not be air conditioned
- Use chemicals for normal and regular cleaning of equipment and surfaces
- Move in and out of walk-in refrigerated units
- May work in area where a microwave is used
- Occasional use of personal vehicle to move around assigned complex and to attend to other district food and nutrition needs.

#### PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to

JOB TITLE

JOB DESCRIPTION

Speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS  
Non-exempt

Concession Manager

**SUMMARY OF FUNCTION**

Direct and oversee the preparation and service of food for Garry Berry Stadium concessions. Responsible for all food service activity at this location. Supervise all food & nutrition employees on their staff. Direct liaison with athletic department, groundskeeper and guests.

**ESSENTIAL JOB FUNCTIONS**

- Demonstrates positive customer service attitude at all times
- Direct, oversee and assist in food preparation according to the menu & product specifications
- Assign duties and train as needed
- Direct, oversee and assist with all aspects of customer service
- Assign duties and train as needed
- Direct, oversee and assist with food prep, customer service, storage areas & facility clean up
- Ensure proper cleaning and sterilization of utensils, equipment and facilities
- Supervises the maintenance of concession facilities
- Direct staff in proper care for and use of equipment
- Secure facilities at the end of the day
- Responsible for staffing each event
- Train, supervise and direct all concession staff. Emphasis on quality of food, exemplary customer service, safe food handling and storage procedures, employee safety and safe work habits, proper sanitation and cleaning procedures, appropriate appearance (dress, jewelry and hygiene) and all other duties as may be assigned to the staff
- Determine menu and forecast quantity of menu items served on a per-item per-event basis
- Order food and supplies as needed from Tesla and approved vendors
- Orders are based on forecasts and supplies on hand
- Maintain accurate product movement records for all items sold
- Responsible for financial performance through achievement of targeted cost controls, to include food cost, labor hours/cost and other supply costs
- Maintain accurate inventory and inventory controls
- Collect monies for products served
- Responsible for proper cash handling procedures, including reconciling/recording event cash sales, deposit of cash receipts, and security of assigned change fund
- Monitor and maintain accurate records for product movement, sales, labor hours, food and other costs
- Complete required paperwork and reports and submit to designated person/office in a timely manner
- Coordinate and assist with functions/events as needed. This may include food preparation set up and service, and clean up
- Participate in All-Kitchen Manager meetings
- On-site liaison with athletic department, groundskeeper and guests

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Know and practice positive customer service skills
- Proven leadership skills and ability to work cooperatively with others
- Ability to communicate effectively
- Ability to handle cash and complete transactions and reports accurately
- Basic computer skills
- Knowledge of food preparation methods, procedures and techniques
- Good working knowledge of safe food handling skills
- Proper knowledge in use and care of all equipment

JOB TITLE

JOB DESCRIPTION

- Effective planning, organizational and coordinating skills
- Ability to plan independently and schedule work to meet deadlines
- Effective problem solving and decision making skills
- Ability to train and motivate others

QUALIFICATIONS

- High school diploma or equivalent
- Experience in food service to include some management and supervisory experience

ORGANIZATIONAL RELATIONSHIPS

- Reports to Catering Manager
- Supervise all personnel assigned to and/or working in concession areas

WORKING CONDITIONS

- Exposure to kitchen equipment and utensils
- Working near hot ovens in areas that may not be air-conditioned
- Use chemicals for normal and regular cleaning of equipment and surfaces
- May work in area where a microwave is used

PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Concrete Mason Helper

**SUMMARY OF FUNCTION**

Designs and builds concrete structures, walks and curbs. Repairs and maintains as necessary. Work is performed at buildings and sites throughout the district.

**ESSENTIAL JOB FUNCTIONS**

- Installs new concrete walks, curbs and gutters as necessary
- Builds related concrete structures
- Performs repair and maintenance of related concrete structures
- Repairs and replaces brick, concrete block and ceramic tile structures
- Replaces concrete floors and ceramic tile floors as needed
- Assists Concrete Journeyman as directed
- Assists Welder Journeyman as directed
- Cooperates with other trades as a team member

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the cement mason trade
- Ability to perform skilled cement masonry
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High School diploma or equivalent
- Valid Colorado Driver License
- Ability to obtain Colorado Class "A" Commercial Driver License within six months. (yearly motor vehicle records will be reviewed)
- One year construction experience preferred
- High school level industrial arts training preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Concrete Journeyman.

**WORKING CONDITIONS**

The work is performed in a shop and on job sites.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

JOB TITLE

JOB DESCRIPTION

Concrete Mason Journeyman

SUMMARY OF FUNCTION

Performs concrete construction work, coordinated construction activities with assistant structural supervisor. Reports to assistant structural supervisor about progress on all tasks assigned to his crew.

ESSENTIAL JOB FUNCTIONS

- Performs general concrete finish work on district concrete projects
- Constructs replacement of sidewalks, curbs and gutters, driveways, and layouts for concrete maintenance projects
- Performs related construction activities as needed
- Designs and builds related concrete structures and maintenance on related concrete structures
- Performs general repairs on plaster walls and other plaster related surfaces
- Repairs and replacement of brick and block walls
- Lays out work for A.D.A. ramps to specification required by city code and A.D.A. specification concrete projects such as flat work, walls
- Maintains inventory of related supplies and equipment for concrete, plaster, and brick laying and repair
- Ensures materials and equipment are available prior to and during a job
- Responsible for estimating and ordering the concrete for sidewalks, driveways and curb and gutter
- Technical supervision for concrete crews, and seasonal assistants that are assigned to support a construction project
- Reads blueprints, works closely with structural supervisor on repair of concrete projects
- Evaluates work of assigned personnel and reports it to structural supervisor
- Maintains a preventative maintenance program on the concrete maintenance with the school district
- Operates heavy equipment, loaders, tractors, and dump trucks/trailers
- Performs welding tasks which requires, working with other trades as a team member
- Meets regularly with other shop leaders to coordinate work assignments by structural supervisor

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the cement mason trade
- Ability to perform skilled cement masonry
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- Four to six years concrete and related experience
- Knowledge of related building codes
- Colorado State C.D.L. license (yearly motor vehicle records will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

Reports to Structural Supervisor

WORKING CONDITIONS

The work is performed in a shop and on job sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions

JOB TITLE

JOB DESCRIPTION

require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Concurrent Enrollment, Adv Placement  
& AVID Coord

**SUMMARY OF FUNCTION:**

Leadership and support of all Concurrent Enrollment, Advanced Placement testing and AVID programs. Provide leadership in providing resources, professional development, information and support within a standards-based K-12 instructional system. Responsible for assessing needs, data collection and analysis, and designing programs to increase student achievement, and postsecondary matriculation and persistence.

**ESSENTIAL JOB FUNCTIONS**

- Directs and oversees the operations of designated programs, implements appropriate processes to develop guidance, functional goals and objectives
- Develops programs and oversees the implementation of special programs as required
- Provide support to administrators, counselors and teachers in assessing student performance in postsecondary readiness programs, interpreting individual student and class trends, and uses of that data to guide postsecondary readiness curriculum
- Directs professional staff in aligning curriculum and instruction to support standards
- Serves on district committees and special project groups as needed
- Prepares and generates related reports and documentation of administrative activities
- Represents Concurrent Enrollment, Advanced Placement and AVID in outside activities and works to develop appropriate partnerships to benefit the District
- Responsible for overseeing program efficiency and required state and district compliance records
- Supports staff in curriculum and professional development and in coordinating and implementing special projects

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrated ability to provide avenues of success for all students
- Classroom teaching and contractual leadership experience, preferably in relation to Concurrent Enrollment, Advanced Placement testing and AVID programs
- Demonstrated ability to provide visionary leadership and develop instructional goals to increase student achievement and professional growth of all employees in cooperation with Concurrent Enrollment, Advanced Placement and AVID programs
- Demonstrated knowledge of the applications of technology in the instructional learning environment
- Ability to communicate and mediate effectively with students, parents, staff and the community to ensure a safe and productive

learning environment of continuous improvement

**Concurrent Enrollment Duties**

- Oversee the various Concurrent Enrollment programs in the district, including ASCENT, PPCC Career Start, PIVOT, Odyssey Early College and Career Options, Pre-Collegiate and other programs.
- Support the office of CTE for concurrent enrollment billing authorization.
- Support high school counselors in concurrent enrollment process for enrollment and transcript accountability.
- Work with CTE staff to ensure program integrity where postsecondary credit is available through articulation or dual credit.
- Work with Educational Data and Support Services (EDSS) for reporting of students receiving college credit
- Monitor extended study (dual credit) programs: This includes CU Succeed, CSU S2S. Support data reporting for graduation guidelines.
- Audit concurrent enrollment for October Count.
- Enhance current CTE programs to provide more postsecondary workforce opportunities
- Work to develop a strong marketing strategy to support program growth

**Advanced Placement Test Coordination Duties:**

- Support high school Advanced Placement coordinators with AP registration
- Support Pre-AP programming
- Work with Educational Data and Support Services (EDSS) for reporting of students taking Advanced Placement tests
- Support content facilitators as needed
- Support high school AP coordinators to insure appropriate recruitment and timeliness for the compensation of AP testing proctors
- Work with grants for the administration of the AP/IB fee reduction grant

**Advancement Via Individual Determination (AVID)**

- Knowledge of AVID programming as well as strategies to close the opportunity gap, and prepare all students for college, careers, and life.
- Coaching on the conceptual understanding and successful classroom application of instructional strategies for AVID students
- Collect, analyze and report student data with AVID and school administrators and build action plans to further programmatic development for AVID implementation
- Work the school administrations on systemic expansion of AVID

- Organize and support professional growth for AVID instructors and AVID school sites during school and at Summer Institute
- Connect AVID program outcomes to district graduate profile
- Ability to work effectively on cross-content planning teams

**OTHER DUTIES**

- Performs related duties as assigned

**QUALIFICATIONS**

- Master's degree with current Colorado certification
  - Five years of successful teaching or counseling experience
  - Successful experience in working with adults in the areas of professional training and staff development
- Hold or be eligible to obtain AVID District Director endorsement

**ORGANIZATIONAL RELATIONSHIPS**

The Concurrent Enrollment, Advanced Placement and Avid Coordinator is evaluated by the Career and Technical Education Director.

**WORKING CONDITIONS**

- The work is performed in a typical office environment and in schools
- Flexibility in daily work schedule is required
- Some summer training may be required

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Construction - Skilled Trades- Instructor

To instruct and prepare students for either job entry level positions in the construction field or additional appropriate post-secondary training. The school professional adheres to Colorado State law and District School Board policy as it pertains to responsibilities of instructional staff.

#### ESSENTIAL JOB FUNCTIONS

- Plans a program of study that meets the individual needs, interests, and abilities of students that supports the student learning as outlined by the Colorado Community Colleges System.
- Organizes a program of practical and technical instruction, involving demonstration of skills required in the trade and lectures on theory, practices, methods, processes, and terminology of the construction industry.
- Takes all necessary and reasonable safety precautions to protect students, equipment, materials, and facilities. Reports all student injuries, accidents, illnesses, and discipline problems to the appropriate authority immediately or as soon as is reasonably possible.
- Test and evaluate achievements of students in technical knowledge, career skills, and workplace competencies.
- Organize and maintain a program of practical and technical instruction in construction trades to include coordination and training of instructors and technicians that align with standards and school/district improvement goals.
- Collaborate with other instructors in the Construction Technology in the areas of curriculum, classroom instruction, restaurant management, advisory committees, and youth organization activities (SkillsUSA).
- Keeping current with changes in the construction technology industry and working with an advisory board.
- Work with community and industry partners on projects. May require after school and evening work hours.
- Work to ensure that appropriate graduates and non-graduates are referred to resources for networking, post-secondary training and construction technology jobs.
- Collaborate on the appropriate management responsibilities of budgeting, financial planning, reports, procurement, and other financial responsibilities.
- Coordinate with other instructors and the administration in the areas of student attendance, discipline, and classroom management.
- Attend all faculty meetings, advisory meetings and any special school related functions as they pertain to the Construction Technology Program
- Keep up-to-date equipment inventory and collaborate with the appropriate administrator regarding equipment repair.
- As a team member, co-ordinate the utilization, maintenance, improvement and security of the Construction Facility
- Models non-discriminatory practices in all activities;
- Provides for his/her own professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or course work at institutions of higher education.

#### OTHER DUTIES

- Performs related work as required

#### KNOWLEDGE, ABILITIES, AND SKILLS

- Must have, or be able to obtain a Current Colorado Teaching Certificate/License with Endorsements in Secondary Architecture and Construction
- Must have, or obtain within school calendar year, a Colorado CTE Credential, endorsed in the Secondary Architecture and Construction or there approved area.
- Prefer 3 years recent combined education and work experience in

JOB TITLE

JOB DESCRIPTION

construction related industry, with verification and references.

- Have ability and experience in working with a team. Must have experience communicating and working with colleagues and support staff on a continual basis and coordinating activities with other members/staff of an organization.
- Must be able to communicate effectively in written and oral modes.
- Prefer experience with planning and budgeting.
- Must have a current valid First Aid /CPR card, or be able to obtain by August 18th, 2016.
- Prefer experience in working with special populations and accommodating their needs.
- Computer experience including Microsoft Office suite, Outlook, etc., as they relate to the construction and teaching profession.

QUALIFICATIONS

- B.S. or higher in Construction Trades or equivalent and 2000 hours of related occupational experience in the last seven years; or 4000 hours of related occupational experience in the last seven years and enrollment in an alternative licensure program.

ORGANIZATIONAL RELATIONSHIPS

Reports to the school site Principal and the Director of Career and Technical Education.

WORKING CONDITIONS

The work is performed in a skilled trades CTE classroom environment and includes community work based learning supervision.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

185 Days

JOB TITLE

JOB DESCRIPTION

Construction Apprentice

SUMMARY OF FUNCTION

Performs general construction or painting activities for the district.

ESSENTIAL JOB FUNCTIONS

- Performs general carpentry
- Performs general construction and rough-in work as needed
- Paints facilities and related surfaces
- Strips and refinishes wood surfaces as needed
- Performs repair work to district facilities
- Gathers materials and tools needed for jobs
- Maintains and cleans tools following use
- Cooperates with other trades as assigned

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Basic Knowledge of the carpentry trade
- Basic knowledge of the painting trade
- General knowledge of hand and power tools
- Ability to communicate effectively
- Ability to work cooperatively with others
- Basic skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- Apprenticeship in the painting trade
- Two years of generic carpentry, painting or masonry experience
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

Reports to Construction Shop Supervisor.

WORKING CONDITIONS

The work is performed on job sites.

PHYSICAL DEMANDS

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-exempt

## JOB TITLE

## JOB DESCRIPTION

Construction Helper

## SUMMARY OF FUNCTION

Performs general construction, roofing, painting, carpentry, glazing, welding, concrete/masonry and a variety of other construction related activities, under the direction of a permanent employee.

## ESSENTIAL JOB FUNCTIONS

- Performs general carpentry
- Performs general roofing work and roofing repairs
- Performs general construction and rough-in work as needed
- Paints facilities and related surfaces
- Strips and refinishes wood surfaces as needed
- Performs repair work to district facilities
- Gathers materials and tools needed for jobs
- Maintains and cleans tools following use
- Cooperates with other trades as assigned
- Performs general concrete/masonry work
- Assists journeyman welder in metal fabrication

## OTHER DUTIES

- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- General knowledge of hand and power tools
- Ability to communicate effectively
- Ability to work cooperatively with others
- Basic skill in using the tools, equipment and materials of the trade
- Some high school level industrial arts classes preferred

## QUALIFICATIONS

- High School Diploma or equivalent
- Valid Colorado Driver's license with at least one year of good driving record
- Ability to obtain Colorado Class "B" commercial Driver License within six months(yearly motor records will be reviewed)

## ORGANIZATIONAL RELATIONSHIPS

- Reports to Construction Shop Supervisor
- Works under the direction of a permanent employee

## WORKING CONDITIONS

The work is performed on job sites

## PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

## FLSA STATUS

Nonexempt

Construction Shop Supervisor

**SUMMARY OF FUNCTION**

Supervises Construction Shop Personnel. Accomplishes daily and weekly scheduling of Construction Shop operations. Responsible for quality control for shop operations.

**ESSENTIAL JOB FUNCTIONS**

- Supervises construction shop personnel
- Coordinates, plans and supervises carpentry, painting, striping, flooring, glazing, roofing, hardware, graffiti removal operations, welding and concrete
- Develops construction shop weekly schedules
- Receives work orders and sets priorities
- Plans and organizes work for proper and efficient completeness
- Schedules construction shop daily operations; determines composition of crews and task assignments to accomplish maintenance programs, corrective actions and work orders
- Schedules work to minimize disruption of school and district activities
- Coordinates with building administrators as needed
- Responsible for development, planning and implementation of annual preventive maintenance, annual recurring maintenance and the tools/equipment replacement programs
- Schedules construction shop operations; determines composition of crews and task assignments to accomplish maintenance programs, corrective action and work orders
- Inspects work of on-going projects to ensure quality and safe operating procedures
- Evaluates progress and recommends methods for improvement
- Responsible for construction shop customer relations
- Records and documents time and materials spent on each job
- Estimates job costs and completion schedules
- Reads blueprints to determine construction requirements
- Ensures that construction is in compliance with building codes and fire codes

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGES, ABILITIES AND SKILLS**

- Knowledge and competence in several trades
- Ability to read and understand contracts construction drawings and specifications
- Ability to work cooperatively with others
- Strong computer skills in standard software packages
- Skill in using the tools, equipment and materials of several trades
- Ability to work independently
- Ability to communicate verbally and in writing
- Preferred experience in work order software

**MINIMUM QUALIFICATIONS**

- High School Diploma or equivalent.
- Ten years experience in construction and building maintenance with increasing levels of responsibility, of which at least three years have been in a leadership role.
- Demonstrated ability to effectively plan and integrate several diverse operations, each operation requiring several people to perform.
- Valid Colorado Driver's License with good driving record.

**PREFERRED QUALIFICATIONS**

- Licensed Contractor

JOB TITLE

JOB DESCRIPTION

ORGANIZATIONAL RESPONSIBILITIES

- Reports to Director of Facilities
- Supervises carpenters, painters, , flooring technicians, glaziers, roofers, hardware personnel, graffiti removal personnel, welders, concrete personnel and summer over-hires.

WORKING CONDITIONS

- Work is performed in shop and on job sites.
- May be exposed to physical injury while inspecting on-going construction work.

PHYSICAL REQUIREMENTS

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FSLA STATUS

Non-exempt

Consumer and Family Studies Teacher

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful)

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional content standards and benchmarks (goals and objectives)
- Provides effective instructional strategies and activities for all students in the classroom
- Prepares for classes assigned and shows written evidence of preparation upon request of the principal or his/her designated school leader
- Encourages students to set and maintain standards of appropriate classroom behavior
- Plans a program of study that meets the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrates technology skills to support the content area(s) and 21st Century Learning
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements
- Appropriate State licensure
- Candidates MUST hold or be qualified to earn the following CTE Credential: Prostart, Food Science Nutrition, CORE, and catering

ORGANIZATIONAL RELATIONSHIPS

- Reports to Principal

WORKING CONDITIONS

- The work is performed in a school classroom (environment)

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Contract Specialist I

**SUMMARY OF FUNCTIONS**

This contract specialist level one position will serve as an entry level contract specialist for the Procurement and Contracting Department. The position works under the supervision of the Executive Director, Procurement and Contracting and will be assigned responsibility to provide basic procurement and contracting support to the Contracting team as support to the Executive Director.

**ESSENTIAL JOB FUNCTIONS**

- Reviews purchase requests to determine that proper specifications or purchase descriptions are included in solicitation documents
- Selects clauses to cover special conditions, such as inspection and acceptance, quantity variation, price differential, or transportation costs
- Contacts technical personnel to resolve questions of applicability of specifications, classifications of terms, or acceptance of substitute items
- Evaluates bids or proposals for compliance with specifications or purchase descriptions and applicable clauses
- Considers financial responsibility of suppliers by evaluating contract performance on previous contracts.
- Awards and administers a variety of purchase orders and fixed-price service, supply, consultant, or construction contracts. Participating with higher graded personnel, monitors progress of contractors, prepares change orders, monitors contractor performance through site visits, surveillance and correspondence ensuring compliance with applicable laws and District regulations, and Board Policy.
- Assists senior contract personnel in negotiating fair and reasonable price changes and contract modifications and helps prepare supplemental agreements
- Receives contractor's proposal based on contract changes and assists in evaluating cost estimates submitted by the contractor and performs analysis to substantiate actual costs and quantities
- Displays effective communication skills both oral and written and provides contracting advice and assistance to others
- Documents clear, concise, and well-researched memoranda supporting recommendations for decisions, and letters, and documents minutes of meetings or reports that support recommendations, and distributes in a timely manner
- Establishes effective working relationships. Demonstrates professional behavior, a positive attitude, and high personal integrity while performing assigned tasks
- Adjusts readily to changing workload
- Promotes total quality management
- Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas. Readily adapts to new situations and changing work environments
- With guidance, reviews/evaluates own work processes, methods, and products and seeks to improve his/her own output
- Follows the organization's strategic plan, mission, vision, and values
- Provides timely and quality customer service and support
- Participates in special projects and initiatives and performs special assignments as identified by the Executive Director for Procurement and Contracting. In conjunction with the senior contracting specialists, identifies the need for initiatives, special milestones and goals

**OTHERS DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

JOB TITLE

JOB DESCRIPTION

- Knowledge of basic acquisition contracting methods and contract types
- Knowledge of basic administrative contracting principles, policies, and procedures and regulatory requirements
- Ability to communicate effectively both orally and in writing
- Ability to establish performance goals and assess progress toward their achievement
- Ability to establish effective working relationships with others
- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work
- Ability to apply funding rules associated with the obligation of appropriations
- Develops queries and evaluates PeopleSoft reports to maximize customer support and enhance work efficiencies
- Utilizes P-Card transaction reports to seek out true contract discount opportunities
- Pursues training to maximize contracting proficiency

**QUALIFICATIONS**

- Bachelor's degree in business administration or related field preferred; however, an equivalent combination of education and procurement experience is acceptable
- An equivalent combination of education and experience is defined as some college completed, continued effort to obtain a bachelor's degree in business administration
- a minimum of one year of governmental or public school procurement experience at the buyer level; and, certification in the Certified Professional Procurement Buyer (CPPB) and/or equivalent certification is desired

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Executive Director for Procurement and Contracting.

**WORKING CONDITIONS**

The work is primarily performed in a typical office environment with periods of time at work-sites, off-site work may be required for understanding of the contracting need for specific solicitations or to work on contract administrative matters.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

Contract Specialist II

**SUMMARY OF FUNCTION**

The Contract Specialist for the Procurement and Contracting Department works under the supervision of the Executive Director, Procurement and Contracting and will be assigned responsibility to provide professional procurement and contracting support to the Senior Contracting Specialist who provides team support to the Executive Director.

**ESSENTIAL JOB FUNCTIONS**

- Under the broad direction of the Executive Director, provides professional contracting assistance to the Senior Contracting Specialist. Individual will work independently in the day-to-day exercise of duties in support of the general operating activities, will provide professional procurement and contract assistance to the Senior Contract Specialist and support the goals of the Procurement and Contracting Department. This position will have a warrant signature authority up to \$250,000 for purchase orders and contracts
- This position works closely with school and administration staff and is expected to provide professional support to accomplish the procurement and contracting needs of the District. Ensures procurements and contracts are solicited, awarded and administered in accordance with the District's Acquisition Regulation (DAR)
- Reviews requisitions and determines appropriate method of procurement, i.e. formal or informal solicitations. Develops procurement plans by reviewing previous history, market conditions, and specifications or technical data packages. Determines adequacy and completeness of description and initiates any corrective actions required. Prepares and issues solicitation documents. Selects appropriate clauses, ensures clear and complete specifications, and serves as a central point of contact on assigned procurements to respond to inquiries. Performs detailed analysis of quotes or proposals received, including strict compliance with specifications on advertised procurements, and recommending award. On negotiated procurements, negotiates prices, terms and conditions. Prepares recommendations for award, documenting reasons for decisions including justifying basis for non-selected proposals
- Performs detailed analyses to determine responsiveness and responsibility of the offeror, and establishment of price reasonableness by either price or limited cost analysis. Prepares final contract documents including specifications and other special and standard clauses
- Administers a variety of fixed-price service, supply or construction contracts. Conducts conferences with the contractor to clarify issues on contractual requirements, such as billing procedures, and material. Monitors contractor performance through telephone conversations, correspondence, and visits for compliance with applicable laws, delivery schedules, payment provisions, inspections, and other requirements as stated in the contract. Negotiates extensions to delivery schedules, price adjustments, modifications to the contract, and similar agreements when precedents are well established and the contractor's and District's bargaining positions are close. Prepares determinations and findings of fact relative to negotiations and pricing actions. Recommends issuing cure or show-cause notices when the contractor is not in compliance with contract provisions. Reviews completed official contract files to determine all contractual actions are satisfied, there are no pending administrative actions to be resolved, all file documents are signed, there are no litigation actions pending, and the contract is complete in every respect and ready to be closed
- Displays effective communication skills both oral and written and provides contracting advice and assistance to others. Documents clear, concise, and technically accurate memoranda supporting recommendations for decisions, and letters, and documents minutes of meetings or reports that support recommendations and distributes in a timely manner. Represents the interests of the District in a professional manner in meetings and various contacts

outside the District on a variety of issues that are partially defined. Uses tact and diplomacy in communicating with others. Contributes to timely and viable resolution of issues and problems that are complete, effective, coordinated and well-researched. Establishes effective working relationships

- Promotes total quality management. Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas. Readily adapts to new situations and changing work environments.

Reviews/evaluates own work processes, methods, and products and seeks to improve his/her own output. Actively expresses and contributes ideas/suggestions for analysis and implementation. Demonstrates sensitivity to ideas of fellow workers and supervisors, and participates in and contributes to effective mission accomplishment. Follows the organization's strategic plan, mission, vision, and values. Provides timely and quality customer service and support

- Participates in special projects and initiatives and performs special assignments as identified by the Executive Director for Procurement and Contracting. In conjunction with the CO and the section chief, identifies the need for and initiates, special milestones and goals. Ensures that final product meets stated objectives, addresses pertinent issues

#### **OTHERS DUTIES**

Performs related duties as assigned

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of basic acquisition contracting methods and contract types.
- Knowledge of basic administrative contracting principles, policies, and procedures and regulatory requirements.
- Ability to communicate effectively both orally and in writing.
- Ability to establish performance goals and assess progress toward their achievement.
- Ability to establish effective working relationships with others.
- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work.
- Ability to apply funding rules associated with the obligation of appropriations
- Develops queries and evaluates PeopleSoft reports to maximize customer support and enhance work efficiencies
- Utilizes P-Card transaction reports to seek out true contract discount opportunities.
- Pursues designated internal training to maximize contracting proficiency
- Knowledge of business practices and market conditions applicable to program and technical requirements.
- Knowledge of the methods and techniques of fact-finding, analysis, and resolution of problems, and the ability to develop plans to solve problems.
- Maximizes pricing mall vendor list and fully utilizes the end-to-end e-commerce/PeopleSoft solicitations for bid& proposals when implemented

#### **QUALIFICATIONS**

- Bachelor's degree in business administration or related field is preferred. However, an equivalent combination of education and contracting experience is acceptable
- Three years of progressively responsible government or public school procurement experience working on government or public school procurements and contracts either as a government or public school employee, or as a contractor employee
- Certified Professional Public Buyer (CPPB) or equivalent is preferred. If not already certified, the position must be certified within one year of

JOB TITLE

JOB DESCRIPTION

appointment

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Procurement and Contracting.

**WORKING CONDITIONS**

The work is primarily performed in a typical office environment with periods of time at work-sites, off-site work may be required for pre-bid conferences and to resolve contract administrative matters.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Contract Specialist III

**SUMMARY OF FUNCTION**

The Contract Specialist for the Procurement and Contracting Department works under the supervision of the Executive Director, Procurement and Contracting and will be assigned responsibility to provide professional procurement and contracting support to the Senior Contracting Specialist who provides team support to the Executive Director.

**ESSENTIAL JOB FUNCTIONS**

- a. This position works closely with school and administration staff and is expected to provide professional support to accomplish the procurement and contracting needs of the District. Ensures procurements and contracts are solicited, awarded and administered in accordance with the District's Acquisition Regulation (DAR).
- b. Performs work associated with a wide-range of complex contracting methods and contract types to effectively accomplish both competitive and sole source contract actions using source selection methods, "best value" contracting and past performance/price trade-off methods. Reviews and evaluates requisitions and purchase requests for a variety of contracts which frequently require special handling provisions or other specialized terms and conditions. Develops plans, and determines appropriate method of procurement, i.e., formal advertising or negotiation. Ensures appropriate funding and required waivers, certifications, approvals, and compliance have been obtained for purchase requests. Reviews previous history, market conditions, and specifications or technical data packages and develops a well-organized, realistic, and sound contracting plan to meet the District's needs. Provides guidance in the development of the statement of work. Resolves problems that limit competition and modifies clauses that discourage bidders. Serves as Contracting Officer and displays and applies technical knowledge and skills of the varied markets coupled with sound, contracting methods to ensure timely compliance with District policies and regulations in the planning, solicitation and award of contracts.
- c. Performs work associated with a wide range of complex contract types and contracting administration methods. Conducts initial conferences with the contractor to provide information and clarify standard and special provisions of the contract. Throughout the life of the contract, maintains liaison with the contractor to interpret contractual obligations and to resolve problems. Recommends or issues changes and supplemental agreements to the contract, highlighting conditions that could jeopardize contract performance. Serves as Contracting Officer to effectively monitor contractor performance through site visits, correspondence, and procedural analysis ensuring compliance with applicable laws and regulations, performance, and delivery progress, payments, surveillance, liquidated damages, maintenance credits, task ordering, and contractor compliance. Interprets acquisition policies, guidelines, and commercial practices necessary to provide timely and valid response to procedural questions or problems. Administers all contracts assigned. Negotiates and prepares contract modifications. Receives contractor's proposal based on contract changes and determines extent of price or cost analysis required. Demonstrates knowledge and skill in post award negotiation techniques with the added difficulty of dealing with a single source situation.
- d. Displays effective communication skills both oral and written and provides contracting advice and assistance to others. Documents clear, concise, and technically accurate memoranda, letters, decisions, and documents minutes of meetings or reports that support contractual actions or recommendations and distributes in a timely manner. Effectively represents the interests of the District in a professional manner in meetings and various contacts outside the agency on a variety of issues that are partially defined. Uses tact and diplomacy in orally communicating with others. Contributes to timely and viable resolution of issues and problems that are complete, effective, coordinated

and well-researched. Establishes effective working relationships and provides accurate advice and assistance to technical or program personnel, and contractor managers whenever information is needed or issues need to be resolved so that contractual actions and products are complete, effective, coordinated, and well-researched. Demonstrates professional behavior, a positive attitude, and high personal integrity while performing assigned tasks. Adjusts readily to changing workload.

e. Promotes total quality management. Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas. Readily adapts to new situations and changing work environments. Reviews/evaluates

own work processes, methods, and products and seeks to improve his/her own output. Actively expresses and contributes ideas/suggestions for analysis and implementation. Demonstrates sensitivity to ideas of fellow workers and supervisors, and participates in and contributes to effective mission accomplishment. Follows the organization's strategic plan, mission, vision, and values. Provides timely and quality customer service and support.

f. Participates in special projects and initiatives and performs special assignments. In conjunction with section chief, identifies the need for and initiates, special milestones and goals. Ensures that final product meets stated objectives, addresses pertinent issues, and reflects an understanding of the impact of the project and/or final product.

#### **OTHERS DUTIES**

Performs related duties as assigned

#### **KNOWLEDGE, ABILITIES AND SKILLS**

a. Knowledge of a wide range of acquisition contracting methods and contract types.

b. Knowledge of administrative contracting principles, policies, and procedures and regulatory requirements.

c. Ability to communicate effectively both orally and in writing.

d. Knowledge of business practices and market conditions applicable to program and technical requirements.

e. Fully understands Colorado Revised Statutes applicable to a wide range of complex contracts types.

f. Ability to establish performance goals and assess progress toward their achievement.

g. Ability to establish effective working relationships with others.

h. Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work.

i. Knowledge of the methods and techniques of fact-finding, analysis, and resolution of complex problems, and the ability to develop concrete action plans to solve problems.

j. Ability to apply precedents found in government contracting case law to specific contracting situations to insure that legally binding contracting officer decisions are consistent, justifiable and will be upheld if protested or appealed.

k. Ability to properly apply funding rules associated with the obligation of multiple types of appropriations.

#### **QUALIFICATIONS**

a. Bachelor's degree in business administration or related field is preferred. However, an equivalent combination of education and contracting experience is acceptable.

b. Three years of progressively responsible government or public school procurement experience working on government or public school

JOB TITLE

JOB DESCRIPTION

procurements and contracts either as a government or public school employee, or as a contractor employee.  
Certified Professional Public Officer (CPPO) or equivalent is preferred.

**OTHER DUTIES**

Performs related work as required.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Procurement and Contracting.

**WORKING CONDITIONS**

The work is primarily performed in a typical office environment with periods of time at work-sites, off-site work may be required for pre-bid conferences and to resolve contract administrative matters.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Contract Specialist III (P-Card Prgrm Manager)

**SUMMARY OF FUNCTION**

The Contract Specialist III/Purchase Card (P-Card) Program Manager works under the supervision of the Executive Director, Procurement and Contracting and will be assigned responsibility to provide professional procurement and contracting support to the Senior Contracting Specialist who provides team support to the Executive Director. Additionally the P-Card Manager is responsible for the P-Card program. This includes, but is not limited to manage the P-Card program, perform monitoring activities for P-Card transactions, and train and provide on-going support to district personnel on P-Card processes and procedures. This position is approximately 65% complex contracts and 35% P-Card program administration.

**ESSENTIAL JOB FUNCTIONS**

a. This position works closely with school and administration staff and is expected to provide professional support to accomplish the procurement and contracting needs of the District. Ensures procurements and contracts are solicited, awarded and administered in accordance with the District's Acquisition Regulation (DAR).

b. Performs work associated with a wide-range of complex contracting methods and contract types to effectively accomplish both competitive and sole source contract actions using source selection methods, "best value" contracting and past performance/price trade-off methods. Reviews and evaluates requisitions and purchase requests for a variety of contracts which frequently require special handling provisions or other specialized terms and conditions. Develops plans, and determines appropriate method of procurement, i.e., formal advertising or negotiation. Ensures appropriate funding and required waivers, certifications, approvals, and compliance have been obtained for purchase requests. Reviews previous history, market conditions, and specifications or technical data packages and develops a well-organized, realistic, and sound contracting plan to meet the District's needs. Provides guidance in the development of the statement of work. Resolves problems that limit competition and modifies clauses that discourage bidders. Serves as Contracting Officer and displays and applies technical knowledge and skills of the varied markets coupled with sound, contracting methods to ensure timely compliance with District policies and regulations in the planning, solicitation and award of contracts.

c. Manage and oversee the district-wide P-Card Program to include developing policies and procedures, internal controls, training, card issuance and cancellations, purchase monitoring, communicating with card holders, approving users and limits, management reporting and development of the program. Provide oversight and daily management to card holders. Evaluate spend and trends to identify future business agreements. Evaluate transactions and prepare reports for Executive Director, Procurement and Contracting.

The major responsibilities of the program manager (PM) are to:

- Manage the District's P-Card program in compliance with policies and guidelines, while maximizing the business potential of P-Cards; including account set-up and closure, account dollar limits, other account controls (e.g., application/blockage of Merchant Category Codes).
- Train District cardholders and their management in the use of P-Cards
- Act as liaison to the company's P-Card provider
- Evaluate the P-Card program and recommend improvements to increase the value of the program

(1) Perform objective internal monitoring on P-Card transactions for compliance with district policies and procedures. Evaluate the selected transactions ensuring card holder, business managers and district leadership activities are in compliance with program procedures and guidelines by advising, counseling and guiding appropriate practices. Document and report apparent card holder violations in accordance with departmental and program

guidelines. Explain and advise on the fundamental principles behind the program concept and takes action to resolve the incorrect/improper action and/or behavior. Prepare violation/misuse reports in accordance with district policies and procedures. Advise the district Finance Director of all potential risks and threats associated with P-Card usage. Communicate results and prepare written internal monitoring results and notices of violation letters to appropriate parties.

(2) Develop and maintain the training program for the P-Card and deliver training to all new card holders, business managers and district leadership on the proper management and use of the P-Card by using judgment and technical knowledge to tailor training to fit particular departments or circumstances. Provide refresher training as necessary. Disseminate program changes made by the bank, state commercial card program and/or the district by adapting training and updating the P-Card program handbook.

(3) Administer district-wide business account agreements with third-party contractors. Establish business accounts, add new users and groups for individual location. Establish shipping guidelines, workflow approvals and account administration.

(4) Review, analyze and process p-card purchases for the district, ensuring compliance with policies and guidelines. Verify and validate account codes are in compliance. P-Card accounting responsibilities:

- Initiate accurate and timely payments to the P-Card provider
- Set up the reconciliation schedule for company cardholders
- Initiate entries to applicable accounting systems, including the general ledger (GL)

- Monitor and track daily balances of GL accounts

(5) Represent the district in outside organizational memberships to stay abreast of current and changing best business practices. Query systems to generate accounting reports to verify and validate financial data, including assisting with the annual audit. Communicate to the appropriate personnel. Perform other duties as assigned to oversee and manage this program.

d. Performs work associated with a wide range of complex contract types and contracting administration methods. Conducts initial conferences with the contractor to provide information and clarify standard and special provisions of the contract. Throughout the life of the contract, maintains liaison with the contractor to interpret contractual obligations and to resolve problems. Recommends or issues changes and supplemental agreements to the contract, highlighting conditions that could jeopardize contract performance. Serves as Contracting Officer to effectively monitor contractor performance through site visits, correspondence, and procedural analysis ensuring compliance with applicable laws and regulations, performance, and delivery progress, payments, surveillance, liquidated damages, maintenance credits, task ordering, and contractor compliance. Interprets acquisition policies, guidelines, and commercial practices necessary to provide timely and valid response to procedural questions or problems. Administers all contracts assigned.

Negotiates and prepares contract modifications. Receives contractor's proposal based on contract changes and determines extent of price or cost analysis required. Demonstrates knowledge and skill in post award negotiation techniques with the added difficulty of dealing with a single source situation.

e. Displays effective communication skills both oral and written and provides contracting advice and assistance to others. Documents clear, concise, and technically accurate memoranda, letters, decisions, and documents minutes of meetings or reports that support contractual actions or recommendations and distributes in a timely manner. Effectively represents the interests of the District in a professional manner in meetings and various contacts outside the agency on a variety of issues that are partially defined. Uses tact and diplomacy in orally communicating with others. Contributes to timely and viable

resolution of issues and problems that are complete, effective, coordinated and well-researched. Establishes effective working relationships and provides accurate advice and assistance to technical or program personnel, and contractor managers whenever information is needed or issues need to be resolved so that contractual actions and products are complete, effective, coordinated, and well-researched. Demonstrates professional behavior, a positive attitude, and high personal integrity while performing assigned tasks. Adjusts readily to changing workload.

f. Promotes total quality management. Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas. Readily adapts to new situations and changing work environments. Reviews/evaluates

own work processes, methods, and products and seeks to improve his/her own output. Actively expresses and contributes ideas/suggestions for analysis and implementation. Demonstrates sensitivity to ideas of fellow workers and supervisors, and participates in and contributes to effective mission accomplishment. Follows the organization's strategic plan, mission, vision, and values. Provides timely and quality customer service and support.

g. Participates in special projects and initiatives and performs special assignments. In conjunction with section chief, identifies the need for and initiates, special milestones and goals. Ensures that final product meets stated objectives, addresses pertinent issues, and reflects an understanding of the impact of the project and/or final product.

#### **OTHERS DUTIES**

Performs related duties as assigned

#### **KNOWLEDGE, ABILITIES AND SKILLS**

a. Knowledge of a wide range of acquisition contracting methods and contract types.

b. Knowledge of administrative contracting principles, policies, and procedures and regulatory requirements.

c. Ability to communicate effectively both orally and in writing.

d. Knowledge of business practices, accounting procedures, and market conditions applicable to program and technical requirements.

e. Fully understands Colorado Revised Statutes applicable to a wide range of complex contracts types.

f. Ability to establish performance goals and assess progress toward their achievement.

g. Ability to establish effective working relationships with others.

h. Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work.

i. Knowledge of the methods and techniques of fact-finding, analysis, and resolution of complex problems, and the ability to develop concrete action plans to solve problems.

j. Ability to apply precedents found in government contracting case law to specific contracting situations to insure that legally binding contracting officer decisions are consistent, justifiable and will be upheld if protested or appealed.

k. Ability to properly apply funding rules associated with the obligation of multiple types of appropriations.

l. The position requires extensive use of analysis and decision-making to resolve complex, often unique work. Although there are no supervisory responsibilities, the person in this position must have superlative communications and interpersonal skills to provide training to people involved in the P-Card program and to mentor and advise them as they make purchases using P-Cards.

m. This person is also the company's liaison between company cardholders, cardholder management and the P-Card provider. The PM works with minimal supervision. The ability to train others is particularly important since this

JOB TITLE

JOB DESCRIPTION

person has the responsibility for creating training materials and presenting training to companywide cardholders and their management. The training function extends into the creation of user manuals describing P-Card use and processes in a way that can be understood by someone new to the program.

**QUALIFICATIONS**

- a. Bachelor's degree in business administration, accounting or related field is preferred. However, an equivalent combination of education and contracting/accounting experience is acceptable.
- b. Three years of progressively responsible government or public school procurement/accounting experience.
- c. Certified Professional Public Officer (CPPO), Certified Purchasing Card Professional (CPCP) or equivalent professional procurement/accounting certification(s) is/are preferred.

**OTHER DUTIES**

Performs related work as required.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Procurement and Contracting.

**WORKING CONDITIONS**

The work is primarily performed in a typical office environment with periods of time at work-sites, off-site work may be required for pre-bid conferences and to resolve contract administrative matters.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Contract Specialist IV (Non FOTC)

**SUMMARY OF FUNCTION**

Contract Specialist IV for the Procurement and Contracting Department at Central Administration or Facilities Operations Transportation Complex, works independently, with minimum supervision under the Executive Director, Procurement and Contracting, and is directly responsible for complex high-dollar, high-risk contracts. The Contract Specialist IV will be assigned responsibility to provide professional procurement and contracting support to the Central Administration, Facilities Operations, or Transportation Campus and work closely with the Senior Contract Specialists at Central Administration, FOTC for MLO funded capital projects who provides team support to the Executive Director. The position is required to be a warranted contracting officer providing technical guidance to all customers.

The Contract Specialist IV must have knowledge and experience in information technology (software, hardware, cloud, firmware), Charter Schools contracting, construction contracting, construction services contracting; architect and engineering services contracts; professional/consultant contracting (i.e., instructional services (coaching), landscape design, stadium fields, environmental services) and other types of service contracting; real property, personal property, transportation purchases, supply and equipment purchasing (warehouse); and familiarity with educational related procurements. Tasks require the highest level of confidentiality.

**ESSENTIAL JOB FUNCTIONS**

- This position may work closely with area superintendents, instructional facilitators and/or the Facility Project Managers/Engineers to define requirements for outsourcing.
- This position works closely with school and administration staff and is expected to provide professional support to accomplish the procurement and contracting needs of the District
- Ensures procurements and contracts are solicited, awarded, and administered in accordance with Colorado Revised Statute, Board of Education Policy and the District's Acquisition Regulation (DAR), as well as Federal Acquisition Regulations, where applicable- understands and can apply specific guidelines and rules to grant-funded contracts (both state and federal) and e-rate funded contracts.
- Performs work associated with a wide range of complex contracting methods and contract types to effectively accomplish both competitive and sole source contract actions using source selection methods, "best value" contracting and past performance/price trade-off methods
- Reviews and evaluates requisitions and purchase requests for a variety of contracts which frequently require special handling provisions or other specialized terms and conditions
- Develops plans, and determines appropriate method of procurement, i.e., formal advertising or negotiation
- \* Demonstrates highest ethical standards understanding and performance- is able to prevent and/or resolve conflicts of interest to assure ethical policies are being followed for appropriate contracts or purchases, regardless of funding obligations.
- Ensures appropriate funding and required waivers, certifications, approvals, and compliance have been obtained for purchase requests
- Reviews previous history, market conditions, and specifications or technical data packages and develops a well-organized, realistic, and sound contracting plan to meet the District's needs
- Provides guidance in the development of the statement of work; trains, and assists where needed, Contracting Officer's Technical Representatives (COTR's)/Program Managers in the monitoring, evaluation, and troubleshooting of awarded contracts.
- Resolves problems which limit competition and modifies clauses which

## JOB TITLE

## JOB DESCRIPTION

discourage Offeror participation

- Serves as Contracting Officer and displays and applies technical knowledge and skills of the varied markets coupled with sound, contracting methods to ensure timely compliance with District policies and regulations in the planning, solicitation, and award of contracts
- Conducts initial conferences with the contractor to provide information and clarify standard and special provisions of the contract
- Throughout the life of the contract, maintains liaison with the contractor, Contracting Officer's Technical Representatives (COTR's)/Program Managers to interpret contractual obligations and to resolve problems
- Recommends or issues changes and supplemental agreements to the contract, highlighting conditions which could jeopardize contract performance
- Monitors contractor performance through site visits, correspondence, and procedural analysis ensuring compliance with applicable laws and regulations, performance, and delivery progress, payments, surveillance, liquidated damages, maintenance credits, task ordering, and contractor compliance
- Interprets acquisition policies, guidelines, and commercial practices necessary to provide timely and valid response to procedural questions or problems
- Administers all contracts assigned, from point of solicitation through closeout and records retention, providing appropriate documentation
- Negotiates and prepares contract modifications, proposal analysis, and decision documents
- Receives contractor's proposal based on contract changes and determines extent of price or cost analysis required
- Demonstrates knowledge and skill in post award negotiation techniques with the added difficulty of dealing with a single source situation
- Displays effective communication skills both oral and written and provides contracting advice and assistance to others
- Documents clear, concise, and technically accurate memoranda, letters, decisions, and documents minutes of meetings or reports that support contractual actions or recommendations and distributes in a timely manner
- Effectively represents the interests of the District in a professional manner in meetings and various contacts outside the District on a variety of issues that are partially defined
- Uses tact and diplomacy in orally communicating with others
- Contributes to timely and viable resolution of issues and problems that are complete, effective, coordinated, and well-researched
- Establishes effective working relationships and provides accurate advice and assistance to technical or program personnel, and contractor managers whenever information is needed, or issues need to be resolved so that contractual actions and products are complete, effective, coordinated, and well-researched
- Demonstrates professional behavior, a positive attitude, and high personal integrity while performing assigned tasks
- Adjusts readily to changing workload
- Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas
- Embrace continuous improvement processes
- Readily adapts to new situations and changing work environments
- Reviews/evaluates own work processes, methods, and products and seeks to improve his/her own output
- Actively expresses and contributes ideas/suggestions for analysis and implementation
- Demonstrates sensitivity to ideas of fellow workers and supervisors and participates in and contributes to effective mission accomplishment.
- Follows the organization's strategic plan, mission, vision, and values
- Provides timely and quality customer service and support
- Participates in special projects and initiatives and performs special

assignments

- In conjunction with Executive Director of Procurement and Contracting, identifies the need for and initiates, special milestones, and goals
- Ensures that final product meets stated objectives, addresses pertinent issues, and reflects an understanding of the impact of the project and/or final product
- Demonstrates knowledge of software contracting terms, inclusive of End User License Agreements (EULA's), Terms of Use, Privacy/Confidentiality terms.
- Able to negotiate with vendor's attorneys to achieve most favorable terms
- Expertise in state and federal laws with regards to contract terms, including the Federal Acquisition Regulations (FAR)
- Provide training for new staff in District, State, and Federal protocols for procurement contracts.
- Ability to construct contracting terms and conditions to follow lawful standards set by Federal and State guidelines to meet the needs of the District
- Provides guidance on inclusion or deletion of appropriate contract clauses
- Performs risk analysis in selecting appropriate solicitation and contracting documents and approaches
- Facilitates proposal evaluation teams, related report-writing, and contract negotiations
- Prepares and delivers professional presentations as needed
- Takes appropriate actions to meet contract closeout requirements

#### **OTHER DUTIES**

- Performs related work as required

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of acquisition strategies for construction contracts and the contract administration thereof
- Knowledge of a wide range of acquisition contracting methods and contract types
- Knowledge of administrative contracting principles, policies, and procedures and regulatory requirements
- Ability to work independently with minimal supervision
- Ability to collaborate with various customers to meet contract requirements and outcomes
- Ability to communicate effectively both orally and in writing, as demonstrated through effective negotiations and comprehensive documentation.
- Ability to establish performance goals and assess progress toward their achievement
- Ability to establish effective working relationships with others
- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work
- Ability to apply precedents found in government contracting case law to specific contracting situations to assure that legally binding contracting officer decisions are legally binding, consistent, justifiable and will be upheld if protested or appealed
- Develops queries and evaluates PeopleSoft (financial and contracting) reports to maximize customer support and enhance work efficiencies
- Utilizes P-Card (credit card) transaction reports to seek out true contract discount opportunities
- Pursues designated internal training to maximize contracting proficiency
- Knowledge of business practices and market conditions applicable to program and technical requirements
- Knowledge of the methods and techniques of fact-finding, analysis, and resolution of complex problems, and the ability to develop concrete action plans to solve problems

JOB TITLE

JOB DESCRIPTION

- Fully conversant in use of electronic internet solicitation systems (RMEPS, Bonfire, 011 Blackboard)
- High understanding of sourcing solutions available through procurement cooperatives (i.e., stadium turf, paper, buses)
- Ability to properly apply funding rules associated with the obligation of multiple types of appropriations
- Ability to exercise a high degree of independent judgment
- Fully understands Colorado Revised Statutes applicable to a wide range of complex contract types

**QUALIFICATIONS**

•Bachelor's degree in business administration or related field is preferred. However, an equivalent combination of education and contracting experience is acceptable

•Five years of progressively responsible purchasing and/or contract administration, negotiation, and issuing source selection solicitation experience from a local, state, or federal procurement position government \*Five years of experience is preferred in government (federal, state or local), information technology (software, hardware, cloud, firmware), Charter Schools contracting, construction contracting positions working with RFQs and RFPs.

•Certified Professional Procurement Officer (CPPO) from NIGP, or an equivalent certification offered by a governmental agency or the National Contract Management Association is desired

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Procurement and Contracting.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is primarily performed in a in a typical office environment with periods of time at worksites, off-site work may be required for pre-bid conferences and/or construction site visits as needed and to resolve contract administrative matters.

**FLSA STATUS**

Exempt

**WORK VEAR**

260 Days

Contract Specialist IV - FOTC

**SUMMARY OF FUNCTION**

The Contract Specialist IV for the Procurement and Contracting Department at Facilities Operations Transportation Complex, works independently, with minimum supervision under the Executive Director, Procurement and Contracting, and is directly responsible for complex high-dollar, high-risk contracts. The Contract Specialist IV will be assigned responsibility to provide professional procurement and contracting support to the Facilities Operations, Transportation Campus and work closely with the Senior Contract Specialists at FOTC for MLO funded capital projects who provides team support to the Executive Director. The position is required to be a warranted contracting officer providing technical guidance to all customers. The Contract Specialist IV must have knowledge and experience in construction contracting, construction services contracting; architect and engineering services contracts; professional/consultant contracting (i.e., landscape design, stadium fields, environmental services) and other types of service contracting; real property, personal property, transportation purchases, supply and equipment purchasing (warehouse); and, familiarity with educational related procurements. Tasks require highest level of confidentiality.

**ESSENTIAL JOB FUNCTIONS**

- This position works closely with the Facility Project Managers/Engineers to define requirements for out sourcing.
- This position works closely with school and administration staff and is expected to provide professional support to accomplish the procurement and contracting needs of the District
- Ensures procurements and contracts are solicited, awarded and administered in accordance with Colorado Revised Statute, Board of Education Policy and the District's Acquisition Regulation (DAR), as well as Federal Acquisition Regulations, where applicable— understands and can apply specific guidelines and rules to grant-funded contracts (both state and federal) and e-rate funded contracts.
- Performs work associated with a wide-range of complex contracting methods and contract types to effectively accomplish both competitive and sole source contract actions using source selection methods, "best value" contracting and past performance/price trade-off methods
- Reviews and evaluates requisitions and purchase requests for a variety of contracts which frequently require special handling provisions or other specialized terms and conditions
- Develops plans, and determines appropriate method of procurement, i.e., formal advertising or negotiation
- \* Demonstrates highest ethical standards understanding and performance— is able to prevent and/or resolve conflicts of interest to assure ethical policies are being followed for appropriate contracts or purchases, regardless of funding obligations.
- Ensures appropriate funding and required waivers, certifications, approvals, and compliance have been obtained for purchase requests
- Reviews previous history, market conditions, and specifications or technical data packages and develops a well-organized, realistic, and sound contracting plan to meet the District's needs
- Provides guidance in the development of the statement of work; trains, and assists where needed, Contracting Officer's Technical Representatives (COTR's)/Program Managers in the monitoring, evaluation, and trouble-shooting of awarded contracts.
- Resolves problems which limit competition and modifies clauses which discourage Offeror participation
- Serves as Contracting Officer and displays and applies technical knowledge and skills of the varied markets coupled with sound, contracting methods to ensure timely compliance with District policies and regulations in the planning,

## JOB TITLE

## JOB DESCRIPTION

solicitation and award of contracts

- Conducts initial conferences with the contractor to provide information and clarify standard and special provisions of the contract
- Throughout the life of the contract, maintains liaison with the contractor, Contracting Officer's Technical Representatives (COTR's)/Program Managers to interpret contractual obligations and to resolve problems
- Recommends or issues changes and supplemental agreements to the contract, highlighting conditions which could jeopardize contract performance
- Monitors contractor performance through site visits, correspondence, and procedural analysis ensuring compliance with applicable laws and regulations, performance, and delivery progress, payments, surveillance, liquidated damages, maintenance credits, task ordering, and contractor compliance
- Interprets acquisition policies, guidelines, and commercial practices necessary to provide timely and valid response to procedural questions or problems
- Administers all contracts assigned, from point of solicitation through closeout and records retention, providing appropriate documentation
- Negotiates and prepares contract modifications, proposal analysis, and decision documents
- Receives contractor's proposal based on contract changes and determines extent of price or cost analysis required
- Demonstrates knowledge and skill in post award negotiation techniques with the added difficulty of dealing with a single source situation
- Displays effective communication skills both oral and written and provides contracting advice and assistance to others
- Documents clear, concise, and technically accurate memoranda, letters, decisions, and documents minutes of meetings or reports that support contractual actions or recommendations and distributes in a timely manner
- Effectively represents the interests of the District in a professional manner in meetings and various contacts outside the District on a variety of issues that are partially defined
- Uses tact and diplomacy in orally communicating with others
- Contributes to timely and viable resolution of issues and problems that are complete, effective, coordinated and well-researched
- Establishes effective working relationships and provides accurate advice and assistance to technical or program personnel, and contractor managers whenever information is needed or issues need to be resolved so that contractual actions and products are complete, effective, coordinated, and well-researched
- Demonstrates professional behavior, a positive attitude, and high personal integrity while performing assigned tasks
- Adjusts readily to changing workload
- Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas
- Embrace continuous improvement processes
- Readily adapts to new situations and changing work environments
- Reviews/evaluates own work processes, methods, and products and seeks to improve his/her own output
- Actively expresses and contributes ideas/suggestions for analysis and implementation
- Demonstrates sensitivity to ideas of fellow workers and supervisors, and participates in and contributes to effective mission accomplishment
- Follows the organization's strategic plan, mission, vision, and values
- Provides timely and quality customer service and support
- Participates in special projects and initiatives and performs special assignments
- In conjunction with Executive Director of Procurement and Contracting, identifies the need for and initiates, special milestones and goals
- Ensures that final product meets stated objectives, addresses pertinent

issues, and reflects an understanding of the impact of the project and/or final product

- Demonstrates knowledge of software contracting terms, inclusive of End User License Agreements (EULA's), Terms of Use, Privacy/Confidentiality terms.
- Able to negotiate with vendor's attorneys to achieve most favorable terms
- Expertise in state and federal laws with regards to contract terms, including the Federal Acquisition Regulations (FAR)
- Provide training for new staff in District, State, and Federal protocols for procurement contracts.
- Ability to construct contracting terms and conditions to follow lawful standards set by Federal and State guidelines to meet the needs of the District
- Provides guidance on inclusion or deletion of appropriate contract clauses;
- Performs risk analysis in selecting appropriate solicitation and contracting documents and approaches
- Facilitates proposal evaluation teams, related report-writing, and contract negotiations
- Prepares and delivers professional presentations as needed
- Takes appropriate actions to meet contract closeout requirements

#### **OTHER DUTIES**

- Performs related work as required

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of acquisition strategies for construction contracts and the contract administration thereof
- \* Knowledge of a wide range of acquisition contracting methods and contract types
- Knowledge of administrative contracting principles, policies, and procedures and regulatory requirements
- Ability to work independently with minimal supervision
- Ability to collaborate with various customers to meet contract requirements and outcomes
- Ability to communicate effectively both orally and in writing, as demonstrated through effective negotiations and comprehensive documentation.
- Ability to establish performance goals and assess progress toward their achievement
- Ability to establish effective working relationships with others
- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work
- Ability to apply precedents found in government contracting case law to specific contracting situations to assure that legally binding contracting officer decisions are legally binding, consistent, justifiable and will be upheld if protested or appealed
- Develops queries and evaluates PeopleSoft (financial and contracting) reports to maximize customer support and enhance work efficiencies
- Utilizes P-Card (credit card) transaction reports to seek out true contract discount opportunities
- Pursues designated internal training to maximize contracting proficiency
- Knowledge of business practices and market conditions applicable to program and technical requirements
- Knowledge of the methods and techniques of fact-finding, analysis, and resolution of complex problems, and the ability to develop concrete action plans to solve problems
- Fully conversant in use of electronic internet solicitation systems (RMEPS, Bonfire, D11 Blackboard)
- High understanding of sourcing solutions available through procurement cooperatives (i.e., stadium turf, paper, buses)

JOB TITLE

JOB DESCRIPTION

- Ability to properly apply funding rules associated with the obligation of multiple types of appropriations
- Ability to exercise a high degree of independent judgment
- Fully understands Colorado Revised Statutes applicable to a wide range of complex contracts types

**QUALIFICATIONS**

- Bachelor’s degree in business administration or related field is preferred. However, an equivalent combination of education and contracting experience is acceptable
- Five years of progressively responsible purchasing and/or contract administration, negotiation, and issuing source selection solicitation experience from a local, state or federal procurement position government
- \*Five years of experience is preferred in government (federal, state or local) construction contracting positions working with RFQs and RFPs.
- Certified Professional Procurement Officer (CPPO) from NIGP, or an equivalent certification offered by a governmental agency or the National Contract Management Association is desired

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Procurement and Contracting.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is primarily performed in a in a typical office environment with periods of time at work-sites, off-site work may be required for pre-bid conferences and/or construction site visits as needed and to resolve contract administrative matters.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Contract Specialist Level II

## SUMMARY OF FUNCTION

The Contract Specialist for the Procurement and Contracting Department works under the supervision of the Executive Director, Procurement and Contracting and will be assigned responsibility to provide professional procurement and contracting support to the Senior Contracting Specialist who provides team support to the Executive Director.

## ESSENTIAL JOB FUNCTIONS

- Under the broad direction of the Executive Director, provides professional contracting assistance to the Senior Contracting Specialist
- Work independently in the day-to-day exercise of duties in support of the general operating activities, will provide professional procurement and contract assistance to the Senior Contract Specialist and support the goals of the Procurement and Contracting Department
- This position will have a warrant signature authority up to \$250,000 for purchase orders and contracts
- Works closely with school and administration staff and is expected to provide professional support to accomplish the procurement and contracting needs of the District
- Ensures procurements and contracts are solicited, awarded and administered in accordance with the District's Acquisition Regulation (DAR)
- Reviews requisitions and determines appropriate method of procurement, i.e. formal or informal solicitations
- Develops procurement plans by reviewing previous history, market conditions, and specifications or technical data packages
- Determines adequacy and completeness of description and initiates any corrective actions required
- Prepares and issues solicitation documents
- Selects appropriate clauses, ensures clear and complete specifications, and serves as a central point of contact on assigned procurements to respond to inquiries
- Performs detailed analysis of quotes or proposals received, including strict compliance with specifications on advertised procurements, and recommending award on negotiated procurements, negotiates prices, terms and conditions
- Prepares recommendations for award, documenting reasons for decisions including justifying basis for non selected proposals
- Performs detailed analyses to determine responsiveness and responsibility of the offer or, and establishment of price reasonableness by either price or limited cost analysis
- Prepares final contract documents including specifications and other special and standard clauses
- Administers a variety of fixed-price service, supply or construction contracts
- Conducts conferences with the contractor to clarify issues on contractual requirements, such as billing procedures, and material
- Monitors contractor performance through telephone conversations, correspondence, and visits for compliance with applicable laws, delivery schedules, payment provisions, inspections, and other requirements as stated in the contract
- Negotiates extensions to delivery schedules, price adjustments, modifications to the contract, and similar agreements when precedents are well established and the contractor's and District's bargaining positions are close
- Prepares determinations and findings of fact relative to negotiations and pricing actions
- Recommends issuing cure or show-cause notices when the contractor is not in compliance with contract provisions
- Reviews completed official contract files to determine all contractual actions are satisfied, there are no pending administrative actions to be resolved, all file

documents are signed, there are no litigation actions pending, and the contract is complete in every respect and ready to be closed

- Displays effective communication skills both oral and written and provides contracting advice and assistance to others
- Documents clear, concise, and technically accurate memoranda supporting recommendations for decisions, and letters, and documents minutes of meetings or reports that support recommendations and distributes in a timely manner
- Represents the interests of the District in a professional manner in meetings and various contacts outside the District on a variety of issues that are partially defined
- Uses tact and diplomacy in communicating with others
- Contributes to timely and viable resolution of issues and problems that are complete, effective, coordinated and well-researched
- Establishes effective working relationships
- Promotes total quality management
- Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas
- Readily adapts to new situations and changing work environments
- Reviews/evaluates own work processes, methods, and products and seeks to improve his/her own output
- Actively expresses and contributes ideas/suggestions for analysis and implementation
- Demonstrates sensitivity to ideas of fellow workers and supervisors, and participates in and contributes to effective mission accomplishment
- Follows the organization's strategic plan, mission, vision, and values
- Provides timely and quality customer service and support
- Participates in special projects and initiatives and performs special assignments as identified by the Executive Director for Procurement and Contracting
- In conjunction with the CO and the section chief, identifies the need for and initiates special milestones and goals
- Ensures that final product meets stated objectives, addresses pertinent issues

#### OTHERS DUTIES

- Performs related duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of basic acquisition contracting methods and contract types
- Knowledge of basic administrative contracting principles, policies, and procedures and regulatory requirements
- Ability to communicate effectively both orally and in writing
- Ability to establish performance goals and assess progress toward their achievement
- Ability to establish effective working relationships with others
- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work
- Ability to apply funding rules associated with the obligation of appropriations
- Develops queries and evaluates PeopleSoft reports to maximize customer support and enhance work efficiencies
- Utilizes P-Card transaction reports to seek out true contract discount opportunities
- Pursues designated internal training to maximize contracting proficiency.
- Knowledge of business practices and market conditions applicable to program and technical requirements
- Knowledge of the methods and techniques of fact-finding, analysis, and resolution of problems, and the ability to develop plans to solve problems

JOB TITLE

JOB DESCRIPTION

- Maximizes pricing mall vendor list and fully utilizes the end-to-end e-commerce/PeopleSoft solicitations for bid& proposals when implemented

QUALIFICATIONS

- Bachelor’s degree in business administration or related field is preferred. However, an equivalent combination of education and contracting experience is acceptable
- Three years of progressively responsible government or public school procurement experience working on government or public school procurements and contracts either as a government or public school employee, or as a contractor employee
- Certified Professional Public Buyer (CPPB) or equivalent is preferred. If not already certified, the position must be certified within one year of appointment

ORGANIZATIONAL RELATIONSHIPS:

Reports to Executive Director of Procurement and Contracting.

WORKING CONDITIONS

The work is primarily performed in a in a typical office environment with periods of time at work-sites, off-site work may be required for pre-bid conferences and to resolve contract administrative matters.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity, and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend , reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 days per year

Contracting Specialist III (FOTC)

**SUMMARY OF FUNCTION**

The Contract Specialist for the Procurement and Contracting Department works under the supervision of the Executive Director, Procurement and Contracting and will be assigned responsibility to provide professional procurement and contracting support to the Senior Contracting Specialist who provides team support to the Executive Director. This position will be assigned to support the Facilities, Operations and Transportation Center (FOTC) in a single-person office environment.

**ESSENTIAL JOB FUNCTIONS**

- Provides the primary support for all procurements needed for the daily operations at the Facilities, Operations and Transportation Center
- Support includes all purchases and contracts necessary to maintain and sustain the Transportation Department, Facilities Maintenance (Trades Shops), Grounds Maintenance, Warehouse, Energy Management Office, Environmental Management Office, Security, and Custodial services including any construction projects, outside service agreements, abatement needs, vehicle and equipment purchases, and on-going maintenance and supply services
- Works closely with program managers, department heads, school and administration staff and is expected to provide professional support to accomplish the procurement and contracting needs of the District
- Ensures procurements and contracts are solicited, awarded and administered in accordance with the District's Acquisition Regulation (DAR) and policy DJ
- Performs work associated with a wide-range of complex contracting methods and contract types to effectively accomplish both competitive and sole source contract actions using District-approved source selection methods, "best value" contracting and past performance/price trade-off methods
- Must be knowledgeable in writing, negotiating, and executing: construction contracts, architect and engineering service agreements, service maintenance agreements, and supply contracts
- Must be familiar with critical path schedules and their relationship to monitoring contract compliance
- Reviews and evaluates requisitions and purchase requests for a variety of contracts which frequently require special handling provisions or other specialized terms and conditions. Develops plans, and determines appropriate method of procurement, i.e., formal advertising or negotiation
- Ensures appropriate funding and required waivers, certifications, approvals, and compliance have been obtained for purchase requests
- Reviews previous history, market conditions, and specifications or technical data packages and develops a well-organized, realistic, and sound contracting plan to meet the District's needs
- Provides guidance in the development of the statement of work
- Resolves problems that limit competition and modifies clauses that discourage bidders. Serves as Contracting Officer and displays and applies technical knowledge and skills of the varied markets coupled with sound, contracting methods to ensure timely compliance with District policies and regulations in the planning, solicitation and award of contracts
- Performs work associated with a wide range of complex contract types and contracting administration methods
- Conducts initial conferences with the contractor to provide information and clarify standard and special provisions of the contract
- Throughout the life of the contract, maintains liaison with the contractor to interpret contractual obligations and to resolve problems
- Recommends or issues changes and supplemental agreements to the contract, highlighting conditions that could jeopardize contract performance
- Serves as Contracting Officer to effectively monitor contractor performance through site visits, correspondence, and procedural analysis ensuring compliance with applicable laws and regulations, performance, and delivery

progress, payments, surveillance, liquidated damages, maintenance credits, task ordering, and contractor compliance

- Interprets acquisition policies, guidelines, and commercial practices necessary to provide timely and valid response to procedural questions or problems
- Administers all contracts assigned
- Negotiates and prepares contract modifications
- Receives contractor's proposal based on contract changes and determines extent of price or cost analysis required
- Demonstrates knowledge and skill in post award negotiation techniques with the added difficulty of dealing with a single source situation
- Demonstrates an understanding of the final settlement process and what constitutes proper contract close-out procedures
- Displays effective communication skills both oral and written and provides contracting advice and assistance to others
- Documents clear, concise, and technically accurate memoranda, letters, decisions, and documents minutes of meetings or reports that support contractual actions or recommendations and distributes in a timely manner
- Effectively represents the interests of the District in a professional manner in meetings and various contacts outside the agency on a variety of issues that are partially defined Uses tact and diplomacy in orally communicating with others
- Contributes to timely and viable resolution of issues and problems that are complete, effective, coordinated and well-researched
- Establishes effective working relationships and provides accurate advice and assistance to technical or program personnel, and contractor managers whenever information is needed or issues need to be resolved so that contractual actions and products are complete, effective, coordinated, and well-researched
- Demonstrates professional behavior, a positive attitude, and high personal integrity while performing assigned tasks
- Adjusts readily to changing workload
- Promotes total quality management
- Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas
- Readily adapts to new situations and changing work environments
- Reviews/evaluates own work processes, methods, and products and seeks to improve his/her own output
- Actively expresses and contributes ideas/suggestions for analysis and implementation Demonstrates sensitivity to ideas of fellow workers and supervisors, and participates in and contributes to effective mission accomplishment
- Follows the organization's strategic plan, mission, vision, and values
- Provides timely and quality customer service and support
- Participates in special projects and initiatives and performs special assignments
- In conjunction with section chief, identifies the need for and initiates special milestones and goals
- Ensures that final product meets stated objectives, addresses pertinent issues, and reflects an understanding of the impact of the project and/or final product

#### OTHERS DUTIES

- Performs related duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of a wide range of acquisition contracting methods and contract types.
- Knowledge of administrative contracting principles, policies, and procedures

JOB TITLE

JOB DESCRIPTION

- and regulatory requirements.
- Ability to communicate effectively both orally and in writing.
- Knowledge of business practices and market conditions applicable to program and technical requirements.
- Fully understands Colorado Revised Statutes applicable to a wide range of complex contracts types.
- Ability to establish performance goals and assess progress toward their achievement.
- Ability to establish effective working relationships with others.
- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work.
- Knowledge of the methods and techniques of fact-finding, analysis, and resolution of complex problems, and the ability to develop concrete action plans to solve problems.
- Ability to apply precedents found in government contracting case law to specific contracting situations to insure that legally binding contracting officer decisions are consistent, justifiable and will be upheld if protested or appealed.
- Ability to properly apply funding rules associated with the obligation of multiple types of appropriations.

QUALIFICATIONS

- Bachelor’s degree in business administration or related field is preferred. However, an equivalent combination of education and contracting experience is acceptable.
- Three years of progressively responsible government or public school procurement experience working on government or public school procurements and contracts either as a government or public school employee, or as a contractor employee.
- At least two years of combined experience with buying and administrating construction, Architect-Engineer, and facility operations and maintenance contract requirements is required.
- Certified Professional Public Officer (CPPO) or equivalent is preferred.

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director of Procurement and Contracting.

WORKING CONDITIONS

The work is primarily performed in a typical office environment with periods of time at work-sites, off-site work may be required for pre-bid conferences and to resolve contract administrative matters. Works in a single-person office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity, and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Contracting Specialist III (Non FOTC)

**SUMMARY OF FUNCTION**

The Senior Contract Specialist for the Procurement and Contracting Department works independently, with minimum supervision under the Executive Director, Procurement and Contracting, and is directly responsible for complex high-dollar, high-risk contracts. The Senior Contract Specialist will be assigned responsibility to provide professional procurement and contracting support to the District. The position is required to be a warranted contracting officer and a team leader providing technical guidance and directly overseeing work of other contracting officers. A Senior Contract Specialist must have knowledge and experience in benefit plan contracts, medical services, worker's compensation support contracts (medical, physical therapy, prescription, insurance, surveillance), information technology contracting (software, hardware, cloud, firmware); construction and construction services contracting; professional/consultant and other types of service contracting; real property, personal property, supply and equipment purchasing; and, familiarity with grants funding and with educational related procurements to include career & technical education (college and universities) agreements; risk management and healthcare service agreements, charter school contracts, human resources, and/or special education contracting requirements. Tasks require highest level of confidentiality.

**ESSENTIAL JOB FUNCTIONS**

- This position works closely with school and administration staff and is expected to provide professional support to accomplish the procurement and contracting needs of the District
- Ensures procurements and contracts are solicited, awarded and administered in accordance with Colorado Revised Statute, Board of Education Policy and the District's Acquisition Regulation (DAR), as well as Federal Acquisition Regulations, where applicable – understands and can apply specific guidelines and rules to grant-funded contracts (both state and federal) and e-rate funded contracts.
- Performs work associated with a wide-range of complex contracting methods and contract types to effectively accomplish both competitive and sole source contract actions using source selection methods, "best value" contracting and past performance/price trade-off methods
- Reviews and evaluates requisitions and purchase requests for a variety of contracts which frequently require special handling provisions or other specialized terms and conditions
- Develops plans, and determines appropriate method of procurement, i.e., formal advertising or negotiation Demonstrates highest ethical standards understanding and performance – is able to prevent and/or resolve conflicts of interest to assure ethical policies are being followed for appropriate contracts or purchases, regardless of funding obligations.
- Ensures appropriate funding and required waivers, certifications, approvals, and compliance have been obtained for purchase requests
- Reviews previous history, market conditions, and specifications or technical data packages and develops a well-organized, realistic, and sound contracting plan to meet the District's needs
- Provides guidance in the development of the statement of work; trains, and assists where needed, Contracting Officer's Technical Representatives (COTR's)/Program Managers in the monitoring, evaluation, and troubleshooting of awarded contracts.
- Resolves problems which limit competition and modifies clauses which discourage Offeror participation
- Serves as Contracting Officer and displays and applies technical knowledge and skills of the varied markets coupled with sound, contracting methods to ensure timely compliance with District policies and regulations in the planning,

solicitation and award of contracts

- Conducts initial conferences with the contractor to provide information and clarify standard and special provisions of the contract
- Throughout the life of the contract, maintains liaison with the contractor, Contracting Officer's Technical Representatives (COTR's)/Program Managers to interpret contractual obligations and to resolve problems
- Recommends or issues changes and supplemental agreements to the contract, highlighting conditions which could jeopardize contract performance
- Monitors contractor performance through site visits, correspondence, and procedural analysis ensuring compliance with applicable laws and regulations, performance, and delivery progress, payments, surveillance, liquidated damages, maintenance credits, task ordering, and contractor compliance
- Interprets acquisition policies, guidelines, and commercial practices necessary to provide timely and valid response to procedural questions or problems
- Administers all contracts assigned, from point of solicitation through closeout and records retention, providing appropriate documentation
- Negotiates and prepares contract modifications, proposal analysis, and decision documents
- Receives contractor's proposal based on contract changes and determines extent of price or cost analysis required
- Demonstrates knowledge and skill in post award negotiation techniques with the added difficulty of dealing with a single source situation
- Displays effective communication skills both oral and written and provides contracting advice and assistance to others
- Documents clear, concise, and technically accurate memoranda, letters, decisions, and documents minutes of meetings or reports that support contractual actions or recommendations and distributes in a timely manner
- Effectively represents the interests of the District in a professional manner in meetings and various contacts outside the District on a variety of issues that are partially defined
- Uses tact and diplomacy in orally communicating with others
- Contributes to timely and viable resolution of issues and problems that are complete, effective, coordinated and well-researched
- Establishes effective working relationships and provides accurate advice and assistance to technical or program personnel, and contractor managers whenever information is needed or issues need to be resolved so that contractual actions and products are complete, effective, coordinated, and well-researched
- Demonstrates professional behavior, a positive attitude, and high personal integrity while performing assigned tasks
- Adjusts readily to changing workload
- Promotes total quality management
- Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas
- Embraces continuous improvement processes
- Readily adapts to new situations and changing work environments
- Reviews/evaluates own work processes, methods, and products and seeks to improve his/her own output
- Actively expresses and contributes ideas/suggestions for analysis and implementation
- Demonstrates sensitivity to ideas of fellow workers and supervisors, and participates in and contributes to effective mission accomplishment
- Follows the organization's strategic plan, mission, vision, and values
- Provides timely and quality customer service and support
- Participates in special projects and initiatives and performs special

assignments

- In conjunction with Executive Director of Procurement and Contracting, identifies the need for and initiates, special milestones and goals
- Ensures that final product meets stated objectives, addresses pertinent issues, and reflects an understanding of the impact of the project and/or final product
- Demonstrates extensive knowledge of software contracting terms, inclusive of End User License Agreements (EULA's), Terms of Use, Privacy/Confidentiality terms.
- Able to negotiate with vendor's attorneys to achieve most favorable terms
- Expertise in state and federal laws with regards to contract terms, including the Federal Acquisition Regulations (FAR)
- Provides training for new staff in District, State, and Federal protocols for procurement contracts.
- Ability to construct contracting terms and conditions to follow lawful standards set by Federal and State guidelines to meet the needs of the District
- Provides guidance on inclusion or deletion of appropriate contract clauses
- Performs risk analysis in selecting appropriate solicitation and contracting documents and approaches
- Facilitates proposal evaluation teams, related report-writing, and contract negotiations
- Prepares and delivers professional presentations as needed
- Takes appropriate actions to meet contract closeout requirements
- Processes terminations on defaulted contract efforts, providing justification documentation

#### **OTHER DUTIES**

Performs related work as required

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of a wide range of acquisition contracting methods and contract types
- Knowledge of administrative contracting principles, policies, and procedures and regulatory requirements
- Ability to communicate effectively both orally and in writing, as demonstrated through effective negotiations and comprehensive documentation.
- Ability to establish performance goals and assess progress toward their achievement
- Ability to establish effective working relationships with others
- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work
- Ability to apply precedents found in government contracting case law to specific contracting situations to assure that contracting officer decisions are legally binding, consistent, justifiable and will be upheld if protested or appealed
- Develops queries and evaluates PeopleSoft (financial and contracting) reports to maximize customer support and enhance work efficiencies
- Utilizes P-Card (credit card) transaction reports to seek out true contract discount opportunities
- Pursues designated internal training to maximize contracting proficiency
- Knowledge of business practices and market conditions applicable to program and technical requirements
- Knowledge of the methods and techniques of fact-finding, analysis, and resolution of complex problems, and the ability to develop concrete action

JOB TITLE

JOB DESCRIPTION

plans to solve problems

- Fully conversant in use of electronic internet solicitation system (BIDNET, RMEPS)
- Ability to properly apply funding rules associated with the obligation of multiple types of appropriations
- Fully understands and can apply Federal Acquisition Regulations to all contracts as needed/as applicable based on funding type or type of procurement action
- Ability to exercise a high degree of independent judgment
- Fully understands Colorado Revised Statutes applicable to a wide range of complex contracts types

**QUALIFICATIONS**

- Bachelor’s degree in business administration or related field is preferred. However, an equivalent combination of education and contracting experience is acceptable
- Five years of progressively responsible experience that includes at least three years of government or public school procurement and contracting experience in the various areas listed in the “Summary of Function”
- Certified Professional Procurement Officer (CPPO) from NIGP, or an equivalent certification offered by a governmental agency or the National Contract Management Association

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Procurement and Contracting.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is primarily performed in a in a typical office environment with periods of time at work-sites, off-site work may be required for pre-bid conferences and to resolve contract administrative matters.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Coordinator - Health Screening

SUMMARY OF FUNCTION

Coordinates vision and hearing screening for all District Eleven schools, including scheduling, training and supervising all volunteers. Administers individual hearing tests and records results. Maintains audio metric equipment and vision equipment.

ESSENTIAL JOB FUNCTIONS

- Trains/instructs volunteers in administration of Snellen vision test
- Monitors testing and supervises all volunteers
- Selects, trains and monitors hearing technicians
- Completes volunteer time sheets
- Administers individual hearing tests and records results
- Lists referrals and coordinates further evaluation with school nurse and audiologist
- Administers follow up screenings under their supervision
- Maintains audio metric equipment and Insta Line vision equipment
- Transports and sets up all equipment
- Keeps state mandated records on number of students screened
- Plans calendar of vision and hearing screening for all schools, including Early Childhood programs
- Assists school personnel and instructs volunteer chairman regarding program responsibilities
- Makes informational folders for each school describing screening process

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of hearing and vision health screening procedures
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines
- Ability to coordinate hearing and vision screening for the District
- Ability to conduct hearing tests and record results accurately
- Ability to operate keyboard devices at moderate speed
- Ability to maintain records and files
- Ability to communicate effectively and work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent, with course work in office practices or accounting
- Two years of experience in clerical, secretarial, accounting
- Knowledge of word processing, database and spreadsheets

ORGANIZATIONAL RELATIONSHIPS

Reports to Supervisor, Special Education. Supervises hearing technician and volunteers

WORKING CONDITIONS

The work is performed in a typical office environment and at schools.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

JOB TITLE

JOB DESCRIPTION

Nonexempt

Coordinator for Academic Strategy & Operations

### **SUMMARY OF FUNCTION**

Assists the Chief of Academics and academics leadership teams with the development and monitoring of division goals, project oversight of timely deliverables, financial projections, budgets, financial reporting and data analysis. Systems management to ensure coherent processes are implemented, board report deadlines are met and district-wide events and/or trainings are well designed and managed.

### **ESSENTIAL JOB FUNCTIONS**

Support the processes of all departmental projects and systems to ensure:

- Accurate and timely management of the Academics Division project milestones, financials, payment/collection, travel, P-cards, expenditures and receivables, and progress monitoring of quarterly division goals
- Excellent service is provided by the Academics Division to all internal and external stakeholders
- Oversees the Academics Division calendars, keeping division chief and teams apprised of key deliverables and deadlines
- Supports division financial management systems including procurement and contracting, purchases, P-Cards, budget parameters, inventory management, online purchases, timesheets, PDF submissions, vacation and leave, training and travel expenses
- Provides regular financial updates to the Chief and curriculum and instruction team
- Coordinates and ensures policy is adhered to regarding material and course adoption board approval processes
- Supports division chief and department leaders by ensuring all policies and procedures are followed, and that financial decisions are approved and executed accurately and in a timely manner
- Supports the academics team with contracting with outside training venues and/or working with TESLA training center to reserve space, food, materials, room set up, costs, agendas, arranging logistics for guest presenters, presenter travel and accommodations, fees, school visit agendas, and streamlining all communications for seamless learning experiences

### **OTHER DUTIES**

- Serves as team representative in collaborative workgroups and projects
- Performs related work as assigned

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to use spreadsheets, Google sheets, Google Drive, MS365, Blackboard, Google sites and all district specific platforms
- Ability to analyze accounting data and prepare financial reports
- Ability to work collaboratively with others to include co-workers, educational leaders, school site staff, school board and community members
- Knowledge of Colorado Departments of Education's financial, grants and procurement policies and procedures
- Ability to communicate clearly and effectively verbally and in writing
- Ability to develop and monitor project management systems

### **QUALIFICATIONS**

- Bachelor's degree in accounting or relevant field
- Five or more years of proven, successful education related service
- Excellent organizational and leadership skills
- 
- Prefer successful experience and ability to prioritize time when working with multiple projects

JOB TITLE

JOB DESCRIPTION

- Prefer website experience such as posting and maintaining timely, accurate, relevant and engaging communication
- 
- **ORGANIZATIONAL RELATIONSHIPS**
- Reports to Chief of Academics or qualified designee
- Works collaboratively with content facilitators, and all school and district-wide office staff
- 
- **WORKING CONDITIONS**
- The work is performed in a typical office environment
- 
- **PHYSICAL DEMANDS**
- The work is partly sedentary with periods of physical activity. Typical positions require workers to walk, or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.
- 
- **FLSA STATUS**
- Exempt
- 
- **WORK YEAR**
- 260 Days

**JOB TITLE****JOB DESCRIPTION**

Coordinator for Safe Schools/PBIS/Disc. Support

**SUMMARY OF FUNCTION** – Plans, coordinates and manages Safe Schools programs for the District. Assists the Director of Discipline in providing Safe and Drug Free Schools. Implements intervention and prevention methods for the District.

**ESSENTIAL JOB FUNCTIONS**

- Coordinates efforts of Safe Schools – PBIS – Bullying Prevention - Drug Free and Discipline efforts
- Provides day to day consultation with school sites concerning issues and problems, prevention intervention methods
- Manages operations of these areas in conjunction with Office of Student Discipline Services
- Communicates to administrative and instructional staff regarding legislation, regulations, guidelines and trends
- Supports staff as appropriate
- Directs the development of new and continuing Safe Schools programs and processes
- Directs and participates in staff development and training related to Safe Schools goals
- Evaluates District initiatives in these areas and provides data and support for key decisions
- Manages both General fund and Grant budgets
- Ensures compliance with federal, state, and local safe school programs and reporting requirements
- Provides ongoing communication, site visits and technical support to building principals relative to implementation of federal/state mandates, intervention and prevention methods, and district Safe Schools, PBIS and Drug Free Policies

**OTHER DUTIES AS ASSIGNED**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of educational law and pedagogy as applied to Safe Schools, PBIS, Anti-Bullying and Drug Free Programming
- Ability to develop and implement Safe Schools programs for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively with a variety of stakeholders
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Master's degree in Education or related field
- Three years of experience in public school work
- Colorado Certification as School Personnel in Support Services (I.E. Psychologist, Social Worker, Counselor) preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director for Student Services  
Liaison to Director of Discipline

**WORKING CONDITIONS**

The work is performed in a typical office environment and at school sites  
The work may require additional work days

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long period; lift and carry up to 20 pounds; climb stairs; bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

7/26/2012

Coordinator of Adult Education Center

**SUMMARY OF FUNCTION**

Manages and provides leadership in the role of principal for programs and staff of Adult and Family Education.

**ESSENTIAL JOB FUNCTIONS**

- Prepares, manages and monitors multiple funding streams that are School District 11, State, Federal and Enterprise budgets
- Partners with Community Agencies, Colorado Department of Education, the workplace, corrections and alternative education to support and ensure quality programs for the undereducated and underemployed in El Paso County
- Staffs and monitors eleven Adult and Family Literacy educational sites
- Monitors instructional goals, objectives and learner performance as regulated by Colorado Department of Education and National Reporting System
- Writes grants for continuing projects, implementing new projects and expanding existing projects
- Supervises and evaluates professional, support and volunteer staff
- Submits budget and evaluation reports to School District 11, Colorado Department of Education, and other funds
- Responsible for program accountability and improvement to School District 11 and Colorado Department of Education and National standards
- Supports and serves School District 11 needs
- Consults with partnering agencies, School District 11 and Colorado Department of Education for continued quality instruction and learner progress

**OTHER DUTIES**

- Performs related work as required
- Supervises GED testing center

**KNOWLEDGE, ABILITIES AND SKILLS**

- Proven teaching/administration experience in Adult and Family Literacy
- Demonstrated leadership qualities, particularly in the area of team building
- Demonstrated ability to work cooperatively with community agencies
- Demonstrated ability to work with budgetary constraints
- Demonstrated ability to market programs
- Demonstrated excellent communication skills
- Demonstrated ability to manage, monitor and implement budgets

**QUALIFICATIONS**

- MA Degree in Adult Education
- Administrative and Teacher Licensure
- Comprehension and experience in the field of Adult Education and Family Literacy

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of School Leadership

**WORKING CONDITIONS**

Eleven sites require the ability to adapt to various office environments  
Work hours require flexibility

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Exempt

Coordinator/Literacy Teacher

**SUMMARY OF FUNCTION**

To ensure the academic, physical and emotional growth of Kindergarten through 5th grade children in the Beyond the School Bell after school program that meets the needs of the whole child.

The Coordinator will provide professional development, technical assistance and resources to support the school in coordinating and implementing the after school program that includes the academic areas of literacy and science while working to help promote positive social skills. The coordinator will provide leadership, supervision and direct instruction within a standards based instructional system including the content areas of literacy and science integrating social skills applicable to the developmental level of students.

**ESSENTIAL JOB FUNCTIONS**

- Coordinates development and implementation of the after school program that provides a standards based instructional system to support the day school curriculum while integrating social skills, science and literacy.
- Implements applicable district policies and regulations.
- Administers assigned budget.
- Collects and maintains records needed for program administration.
- Facilitates partnerships with appropriate public and private agencies that provide services to students and families.
- Meets regularly with day school staff and classroom teachers regarding students in program.
- Plans and facilitates monthly staff meetings.
- Assists staff with program-related issues to assess progress and compliance, and to identify needs and issues.
- Collects and organizes data for annual reporting.
- Promotes after school program in school newsletter and other public forums.
- Assists with site evaluations and development of Quality Improvement Plans for the year.
- Attends school staff meetings regularly.
- Maintains effective classroom management, models appropriate behaviors.
- Maintains student caseload and monitors absences.
- Initiates referrals for outside services and interventions.
- Submits staff timecards.
- Purchases needed supplies for the classroom.
- Hires new staff as necessary.
- Assists to resolve student/staff issues.

**OTHER DUTIES**

Serves as a liaison with community organizations to foster partnerships to enhance literacy, science and social skills education.

**KNOWLEDGE, ABILITIES AND SKILLS**

Knowledge of literacy content standards and how social skills can be integrated into academic standards.

Ability to assess and prescribe effective interventions for social skills (anger management, decision making etc.) development.

Ability to provide training and coaching for staff.

Ability to support teachers in their classroom curriculum by implementing standards-based lessons in literacy to promote positive social behavior.

Ability to use various research-based teaching strategies with students of diverse abilities and learning styles.

JOB TITLE

JOB DESCRIPTION

Ability to work effectively with staff to promote consistency.

QUALIFICATIONS

Valid Colorado Teacher License

Five years of successful teaching experience preferred.

Master's degree in education or other related field preferred.

Documented knowledge of social skills curriculum and experience with literacy and/or science.

Documented successful instructional leadership experience preferred.

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal

JOB TITLE

JOB DESCRIPTION

Counseling Coordinator

SUMMARY OF FUNCTION

Coordinates and engages with Dropout Prevention Specialists to identify at-risk students and engage them in career and postsecondary planning.

ESSENTIAL JOB FUNCTIONS

- Engages with Dropout Prevention Specialists to identify at-risk students and engage them in career and postsecondary planning
- Works with middle school and/or high school counselors to implement the ICAP; oversees ICAP implementation at the middle school or high school level
- Refers students to Digital School, ACHIEVE K12, Alternative Schools, and Career Pathways programs
- Researches and administers professional development opportunities related to postsecondary readiness
- Researches and administers professional development opportunities related to high school preparedness
- Researches and administers professional development opportunities related to high school to college and high school to life transition preparedness

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the principles and practices of the American School Counselor Association Guidance and Counseling Guidelines
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

QUALIFICATIONS

- Master's Degree
- Appropriate State certification

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director-Student Support Services

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites.

FLSA STATUS

Exempt

WORK YEAR

202 Days

Counselor

## SUMMARY OF FUNCTION:

A Special Education Counselor will provide quality services and expertise on issues ranging from program design to intervention with individual students within the scope of their professional training and licensure. Staff members who fill this position will primarily participate in the development and implementation of IEP service plans to support the social/emotional growth of students. In addition to providing IEP/Special Education services, Special Education Counselor will link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Displays personal qualities which are appropriate for a professional, such as: maintaining professional ethics and confidentiality; openness to learning from others: accepts constructive criticism/feedback. This position can also support the implementation of PBIS and other school wide interventions to promote positive student outcomes and can track data to monitor progress of RtI/PBIS interventions.

## ESSENTIAL JOB FUNCTIONS

- Delivers Special Education Services including, Functional Behavior Assessments, Behavior Intervention Plans, counseling services and participation in IEP process. Ensures compliance with Special Education laws in the area of social/emotional issues.
- Counsels/teaches students individually and in groups. Assists with social, emotional and behavioral problems. Uses a variety of techniques to achieve improvement.
- Coordinates school, home and community services toward solutions of students' problems through the use of RtI and PBIS. Maintains liaison between school, family and community agencies and assists in better use of services available to students, families and school.
- Consults with administrators, teachers, support staff, other colleagues and parents. Assists in developing positive behavior interventions. Suggests strategies for managing conflict and providing behavior supports.
- Provides crisis intervention services regarding child abuse, suicide/threat assessments and family emergencies.
- Gathers, integrates and interprets information relative to student behavior related to learning.
- May serve as the school based Positive Behavior Intervention System (PBIS) coordinator. Coordination of PBS to include teaching school-wide social skills, behavioral expectations, observation of students, reinforcement systems, data collection/analysis and behavioral interventions in all three tiers. Schedules meetings, completes follow up and collaborates with Team members.
- May serve as coordinator and/or participant on the RtI/PBIS problem solving team to help identify high risk students. Develops evidence-based prevention/intervention strategies to address social/emotional and behavioral issues. Collaborates with RtI/PBIS Team members through the Problem Solving Process.
- May meet on a regular basis for clinical supervision/case management review.
- Performs related record keeping including Medicaid
- Participates in required in-service trainings and meetings

## OTHER DUTIES

- Performs other duties as assigned.

## KNOWLEDGE, ABILITIES AND SKILLS

JOB TITLE

JOB DESCRIPTION

- Knowledge of Special Education regulations and process as applied to the needs of the students.
- Knowledge of RtI/PBS, including Problem Solving Team Process, progress monitoring and data analysis.
- Knowledge of child and adolescent social/emotional development.
- Knowledge of general organization and functions of a public school system.
- Ability to communicate effectively and resolve conflict with students, parents, and community groups.
- Good organization and communication skills.
- Demonstrates accomplishments in keeping professionally current.
- Knowledge of data collection and the ability to interpret data
- Knowledge of research supported interventions related to academic, social and behavioral concerns.
- Ability to be flexible in order to meet the unique needs of the assignment

QUALIFICATIONS

- Graduate degree in counseling
- Two years of experience in school setting.
- Appropriate State licensure.

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal and Special Education Executive Director Counselor/Psychologist/Social Worker who work less than full time in a given school shall meet with the school principal to prioritize job functions.

WORKING CONDITIONS

The work is performed in schools.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt.

Counselor - Grant Funded

**SUMMARY OF FUNCTION**

The position will support middle school and/or high school students in the successful completion of approved curriculum and programs. Provide counseling services to encourage and support student achievement under current ASCA model standards. Collects, systemizes and delivers data outcomes in alignment with School Counselor Corps Grant.

**ESSENTIAL JOB FUNCTION**

- Maintains current knowledge of research and trends in school counseling.
- Counsels students on issues of social/emotional, academic achievement and career goals through classroom guidance, in groups and on an individual basis.
- Participates/leads counseling programs and maintains accurate records.
- Ensures the proper maintenance, accuracy, completeness and confidentiality of all student data.
- Collaborates with internal programs and outside agencies that provide educational services to students.
- Facilitates student and/or parent/guardian conferences.
- Advises students and parent/guardians on assessments.
- Provides students, parents/guardians with educational planning and transition assistance, including linking scholastic achievement, interests, and aptitude to future educational goals and career plans (ICAP).
- Educates all parties about post-secondary programs.
- Promotes a college and career focused culture.
- Maintains effective communications with school administration, counselors, staff, students and parents.
- Initiates or responds to internal and external requests for information in compliance with appropriate local, state and federal laws.
- Actively participates and completes documentation in a timely manner for School Counselor Corps Grant duties as assigned.
- Performs other duties as assigned.
- Collaborates with Director of Career and Technical Education and with District Counseling Postsecondary Coordinator

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of RtI/PBIS, including Problem Solving Team Process, progress monitoring and data analysis.
- Knowledge of child and adolescent social/emotional development.
- Knowledge of general organization and functions of a public school system.
- Ability to communicate effectively and resolve conflict with students, parents, and community groups.
- Good organization and communication skills.
- Demonstrates accomplishments in keeping professionally current.
- Knowledge of data collection and the ability to interpret data
- Knowledge of research supported interventions related to academic, social and behavioral concerns.
- Ability to be flexible in order to meet the unique needs of the assignment

**QUALIFICATIONS**

Master's Degree in Education – School Counseling  
 Appropriate Counseling State Licensure - Required  
 2 years of experience as a School Counselor preferred

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

REPORTS TO

Site location administration as assigned. With collaboration between assigned sites.

FLSA STATUS

Exempt.

WORK YEAR

185 – Per District Guidelines

Counselor Corps Planning (TOSA)

This half-time counselor position will research internal/external data trends, assemble relevant data sets as prescribed, identify/implement site based team models, strategize opportunities to improve upon current data and document a three year plan to support successful outcomes of the Counselor Corps grant. The targeted purposes of this position is to encourage and support districtwide American School Counselor Association (ASCA) standards, student achievement, increase graduation rates, expand post-secondary access, build career readiness opportunities, address at-risk student population needs and additional outcomes as designated by the grant. This planning position will collaboratively work with the middle school and high school sites currently in place, the Career and Technical Director, Grants Director and other district administrators. This position is a one-year only position. Reports directly to the Career and Technical Education Director.

**ESSENTIAL JOB FUNCTION**

- Coordinates a plan for ICAP accountability for the district.
- Plans and documents ICAP execution at school sites.
- Works in collaboration with school counselors and district personnel for data and information as needed.
- Synchronizes a district (and individual school) plan for personnel, activities, data collection, and related links to advance grant outcomes to include; a needs assessment, environmental scan, SMART goals and interventions that are aligned.
- Compiles data and prepares designated reports for the grant and additional reports as required by district administration.
- Initiates and defines effective higher education linkages to keep abreast of new developments and ideas for post-secondary education planning.
- Designs and documents college admissions processes for district programs and post-secondary opportunities.
- Develops standard processes and maintains data sets for districtwide Concurrent Enrollment, Dual Enrollment, Extended Studies, College Options, AVP, ACSENT, Articulation Agreements, and all additional programs as assigned.
- Identifies, compiles and documents a database of information on colleges, college guides, scholarships, financial aid, and paying for college in collaboration with site based College and Career Counselors and district personnel.
- Strategizes a process for students and families to obtain comprehensive information about college costs, options for paying for college, financial aid, scholarships and eligibility requirements.
- Builds a yearly schedule of promotion, maintenance and dissemination of information about standardized tests such as SAT, ACT, AP and IB exams.
- Designs, prepares, schedules and presents reports and activities to district personnel and the community.
- Develops promotional materials (brochures, power point presentations, TV clips, etc.) as necessary.
- Identifies and plans professional development for staff as well as participate in staff development, in-service training, meetings and conferences as alignment with grant goals and outcomes.
- Identifies and documents state and local resources within the community.
- Designs systematic practices to track student attendance, graduation rates, dropout rates and related data for grant based programs.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Bachelor's degree in Education, Master's degree in Education, Education

JOB TITLE

JOB DESCRIPTION

Administration or related field.

- Appropriate counseling state licensure.
- Counseling experience preferred.
- Program coordination and supervisory experience preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Cover Driver - Field Trip Assistant

**SUMMARY OF FUNCTION**

Assist the Transportation Specialist in the scheduling and billing of fieldtrips. Acts as a Cover Driver to transport students to and from school, school to school, or to school related events in school buses or other vehicles operated by the district. Must be prepared to drive any route that Dispatch needs covered.

**ESSENTIAL JOB FUNCTIONS**

- Performs pre and post trip inspection of district vehicles to comply with all rules of US Department of Transportation, Colorado Department of Education and D-11 regulations, policies and standards
- Performs all emergency functions including evacuations (rear exit, window exit and roof exit, as required) Attends to all medical emergencies, for example, seizures or suctioning, etc.
- Responsible for driving all district vehicles used for transporting students / passengers
- Provides instruction and direction to passengers as necessary
- Responsible for student management / maintaining discipline on the bus
- Performs administrative responsibilities including but are not limited to: development of seating charts, maintaining records, documenting maintenance related issues, working hours, logs, accident reports, etc.
- Fuels and cleans transportation vehicles
- Performs responsibilities as a bus assistant to include, but not limited to: Securing special needs / preschool riders in wheel chair restraints, safety vests, car seats and other ancillary equipment as necessary
- Assists students as needed to board and exit the bus to include placing / maneuvering wheelchairs on and off lifts
- Uses two-way radio to communicate with base station regarding special conditions as necessary
- Assists in the development of the extracurricular activity / field trip schedule.
- Assists in the field trip billing process.
- Collect and report data associated with the CDE-40 requirements.

**OTHER DUTIES**

- Performs all other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of applicable laws, rules, policies and procedures governing vehicle / school transportation operations
- Ability to operate all district transportation vehicles
- Ability to apply district provided safety equipment for students
- Ability to perform pre / post trip requirements unassisted
- Ability to communicate effectively
- Ability to work cooperatively with others and be a team player
- Ability to be flexible and dependable
- Ability to follow written and map directions
- Responsible for knowing how to navigate the city with ease
- Responsible for knowing how to navigate routing systems
- Excellent communication skills, to include oral and written communications
- Ability to work effectively with others and provide assistance and direction
- Knowledge of CDE, District and Departmental regulations, policies and procedures as they apply
- Knowledge of Federal and State laws as they apply to pupil transportation
- Knowledge of and ability to use field trip software
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers and copy machines

**QUALIFICATIONS**

- Be a minimum of 21 years of age
  - High school diploma/equivalent
  - Pass the annual Colorado Department of Education School Bus Operators Test (written and skills)
  - Meet District's requirements for insurability
- Within 90 days of hire, applicants must:
- Acquire a valid Colorado commercial driver's license with "S" endorsement
  - Possess current First Aid Certificate and CPR
  - 2 year of experience as a bus driver

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Operations Manager. Works in cooperation with Team Leader, dispatchers, route schedulers, drivers, school staff and security.

**WORKING CONDITIONS**

Performed on school buses, on the lot, at schools / serviced locations and in an office and transportation center environment. In all weather conditions.

**PHYSICAL DEMANDS**

The work involves training and operating on a school bus. Typical positions require employee to be capable of climbing stairs, crawling, bending, kneeling, and reaching. In case of an emergency situation employee will have to be able to:

- Drag and lift 60 lbs. from floor to shoulder height
- Push, pull, and carry up to 50 lbs.
- Lifting 20 lbs. from shoulder to over his/her head

Must be able to:

- Hold, grasp, and turn objects
- Use fingers to operate computer or keyboards
- Feel the shape, size, and temperature of objects

Employee must be able to speak normally, have acceptable (normal or aided) vision and hearing, and have the ability to detect odors. Must pass the U.S. Department of Transportation (DOT) Medical Examination. Subject to USDOT approved substance abuse testing program.

**FLSA STATUS**

Non-exempt

**WORK YEAR**

173 Days

Cover Driver - Transportation

**SUMMARY OF FUNCTION**

Transport students to and from school, school to school, or to school related events in school buses or other vehicles operated by the district. Must be prepared to drive any route that Dispatch needs covered.

**ESSENTIAL JOB FUNCTIONS**

- Performs pre and post trip inspection of district vehicles to comply with all rules of US Department of Transportation, Colorado Department of Education and D-11 regulations, policies and standards
- Performs all emergency functions including evacuations (rear exit, window exit and roof exit, as required) Attends to all medical emergencies, for example, seizures or suctioning, etc.
- Responsible for driving all district vehicles used for transporting students / passengers
- Provides instruction and direction to passengers as necessary
- Responsible for student management / maintaining discipline on the bus
- Performs administrative responsibilities including but are not limited to: development of seating charts, maintaining records, documenting maintenance related issues, working hours, logs, accident reports, etc.
- Fuels and cleans transportation vehicles
- Performs responsibilities as a bus assistant to include, but not limited to: Securing special needs / preschool riders in wheel chair restraints, safety vests, car seats and other ancillary equipment as necessary
- Assists students as needed to board and exit the bus to include placing / maneuvering wheelchairs on and off lifts
- Uses two-way radio to communicate with base station regarding special conditions as necessary

**OTHER DUTIES**

- Performs all other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of applicable laws, rules, policies and procedures governing vehicle / school transportation operations
- Ability to operate all district transportation vehicles
- Ability to apply district provided safety equipment for students
- Ability to perform pre / post trip requirements unassisted
- Ability to communicate effectively
- Ability to work cooperatively with others and be a team player
- Ability to be flexible and dependable
- Ability to follow written and map directions
- Responsible for knowing how to navigate the city with ease
- Responsible for knowing how to navigate routing systems

**QUALIFICATIONS**

- Be a minimum of 21 years of age
  - High school diploma/equivalent
  - Pass the annual Colorado Department of Education School Bus Operators Test (written and skills)
  - Meet District's requirements for insurability
- Within 90 days of hire, applicants must:
- Acquire a valid Colorado commercial driver's license with "S" endorsement
  - Possess current First Aid Certificate and CPR
  - 2 year of experience as a bus driver

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Operations Manager. Works in cooperation with Team Leader, dispatchers, route schedulers, drivers, school staff and security.

**WORKING CONDITIONS**

Performed on school buses, on the lot and at schools / serviced locations. In all weather conditions.

**PHYSICAL DEMANDS**

The work involves training and operating on a school bus. Typical positions require employee to be capable of climbing stairs, crawling, bending, kneeling, and reaching. In case of an emergency situation employee will have to be able to:

- Drag and lift 60 lbs. from floor to shoulder height
- Push, pull, and carry up to 50 lbs.
- Lifting 20 lbs. from shoulder to over his/her head

Must be able to:

- Hold, grasp, and turn objects
- Use fingers to operate computer or keyboards
- Feel the shape, size, and temperature of objects

Employee must be able to speak normally, have acceptable (normal or aided) vision and hearing, and have the ability to detect odors. Must pass the U.S. Department of Transportation (DOT) Medical Examination. Subject to USDOT approved substance abuse testing program.

**FLSA STATUS**

Non-exempt

**WORK YEAR**

173 Days

Crew Leader, Glass Shop

**SUMMARY OF FUNCTION**

Coordinates and supervises the planning and installation of all glazing maintenance and repair work. Assigns daily tasks and work orders to glazers and construction helpers. Responds to emergency facilities situations during and after normal working hours.

**ESSENTIAL JOB FUNCTIONS**

- As an Essential Employee, carries a District cell phone to respond to emergencies during and after normal business hours to secure District buildings from window and door damage
- Performs all functions as a journeyman glazier including work on windows, doors, partitions, display and show cases, marquees, mirrors, security hardware, screens, and other similar glass and glass framing systems.
- Designs, fabricates and installs new store front and/or curtain wall window systems.
- Retrofits and upgrades existing window frames and glass framing systems to modern industry standards to improve appearance, safety and code compliance, energy efficiency, and functionality.
- Receives work orders. Creates short term and long-term crew schedules, material lists, and budget estimates.
- Coordinates schedules with school staffs and other trades
- Works with suppliers to order materials and supplies for glazing projects. Maintains truck and shop stock in small quantities to ensure common materials are readily available
- Supervises projects for jobsite safety, quality, schedule adherence, and cost control
- Performs preventive maintenances inspections, and schedules corrective maintenance to prolong the service life of glazing systems, energy efficiency, safety, and comfort of buildings
- Supervises team members from other Shops as needed for heavy-lifting projects requiring more than 2 men.
- Works with Project Managers in the Capital Program, MLO, and Bond projects for planning, design, and cost estimations
- Cooperates with other trades as a team member

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the glazier trade
- Ability to perform journey level glazing and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High school diploma or equivalent
- Completion of apprenticeship in the glazing trade

JOB TITLE

JOB DESCRIPTION

- Four years of glazing experience
- Must be able to obtain and maintain a Colorado Driver License according to District standards (a bi-annual motor vehicle record will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

- Reports to Construction Shop Supervisor

WORKING CONDITIONS

The work is performed in the maintenance shop and on job sites

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

CONTRACT DAYS

260

JOB TITLE

JOB DESCRIPTION

Crossing Guard

SUMMARY OF FUNCTION

This is an important part-time position involving the responsibility for assisting students crossing streets going to and from school at an assigned post. The Crossing Guard must exercise considerable vigilance in directing traffic and watching that the students cross streets properly. The work is performed independently with only occasional direction from a superior.

ESSENTIAL JOB FUNCTIONS

- Reports promptly each day to the designated work location with the proper equipment (stop sign, vest, whistle, etc.), or to the school office if directed by the principal
- Directs the action of students and traffic at assigned crosswalks in order to ensure safe crossing
- Monitors student behavior and report to the Principal as required
- Maintains communications with the Principal and the Colorado Springs Police Department regarding incidents that occur at the assigned location
- Escorts students, parents and the general public across street by waiting for a break in traffic, holding up the stop sign, walking into the middle of the road and stopping traffic until everyone is safely across
- May place caution signs or cones at designated points before going on duty and remove signs and cones at end of shift
- Maintains safety procedures at the designated street corner
- Records license numbers of vehicles disregarding traffic signals and crossing guards stop sign by completing a complaint form and turning it in to the police department
- Uses the following equipment: stop sign, whistle, safety signs or cones, hand-held safety light
- Understands and follows the District's policies and procedures regarding supervision, discipline and other relevant matters
- Required to work outdoors in all weather conditions (heat, cold, rain, noise, fog, and snow, etc.)

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Ability to verbally communicate effectively
- Ability to work cooperatively with others
- Ability to deal with the public using firmness and tact
- Ability to interact positively with students, parents, personnel and the general public
- Ability to successfully work with and serve a diverse local community
- Ability to identify and resolve safety and disciplinary issues
- Ability to maintain alertness and concentration
- Ability to be alert to surroundings

QUALIFICATIONS

- Be a minimum of 18 years of age
- High School diploma or equivalent required

ORGANIZATIONAL RELATIONSHIP

Reports to Principal or Supervisor

WORKING CONDITIONS

Required to work outdoors in all weather conditions (heat, cold, rain, noise, fog, and snow, etc.). Contends with speeding vehicles and motorists who are not always alert.

JOB TITLE

JOB DESCRIPTION

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Revised 2/25/2015

JOB TITLE

JOB DESCRIPTION

Curriculum Kit Coordinator

SUMMARY OF FUNCTION

Works independently performing a wide variety of duties in support of the Curriculum Kit Refurbishment Center. The Kit Center serves all elementary school sites and some other districts.

ESSENTIAL JOB FUNCTIONS

- Directs, plans and assigns workload for temporary and summer help
- Coordinates the scheduling of science kits for multiple school districts
- Uses effective communication skills
- Manages inventory, ordering and receiving components for supplies and materials
- Plans and assigns work for booking and distribution of materials
- Designs, organizes and is responsible for the annual inventory of all science materials for the Kit Center
- Develops and prepares cost analysis, usage and personal projection reports
- Assists with evaluating future needs
- Develops implements and maintains computerized system for ordering, inventory, data collecting instruments
- Researches and provides technical assistance on science materials and equipment

OTHER DUTIES

- Performs related warehouse duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines
- Ability to assist teachers and other staff in the program
- Ability to use standard word processing software effectively
- Ability to communicate effectively and work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent, with course work in office practices or accounting
- Two years of experience in clerical, secretarial, accounting
- Knowledge of word processing, data base and spreadsheets
- Current driver license

ORGANIZATIONAL RELATIONSHIPS

Reports to Warehouse Coordinator and Executive Director of Curriculum/Instruction

WORKING CONDITIONS

The work is performed at the district warehouse.

PHYSICAL DEMANDS

The work is regularly active and is performed in a warehouse. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Curriculum and Instruction  
Coordinator/Swigert AA

## SUMMARY OF FUNCTION

The Curriculum and Instruction Coordinator will be a master-level teacher with additional expertise in administration, professional development, and accessing community resources. Major responsibilities include curriculum design, aerospace themes, managing grade level Project Based Learning, implementing inquiry-based science curriculum, technology integration, research-based learning strategies, and other cross-curricular collaboration efforts. The Curriculum and Instruction Coordinator will ensure the seamless integration of aerospace themes and STEAM concepts into each content area (arts, language arts, math, science, social studies) and facilitate academic use of the interactive space learning labs.

## ESSENTIAL JOB FUNCTIONS

- Enrich school curriculum for goals of district and grant
- Strengthen and enhance aerospace theme to school curriculum
- Manage Problem Based Learning Projects for each grade level
- Implement formative and summative assessments for student understanding
- Provide opportunities for community involvement in instructional programming
- Integrate Space Foundation programs including NSS, STK and Robotics into curriculum
- Ensure Curriculum maps are aligned vertically and horizontally and also with 5th and 9th grade curriculum
- Work with 21st Century Technology Coordinator to ensure technology and learning are aligned and innovative
- Assist 21st Century Technology Coordinator with PD for staff on new grant equipment and program implementations
- Bolster student attendance from surrounding military bases
- Create a successful "STEAM" school
- Ensure that staff professional development is relevant and shared

## KNOWLEDGE, ABILITIES, AND SKILLS

- Understands viable and guaranteed curriculum
- Implements research-based strategies
- Connected to Community Resources for school-based programs
- Provides evidence of delivering teacher professional development
- Provides evidence of space-related knowledge

## QUALIFICATIONS

- Master in Curriculum and Instruction or other similar field
- Three to five years of teaching experience with progressively increasing responsibility
- School-related experience preferred
- Reports to the Project Director
- Works directly with school staff, other District personnel, and community partners

## PHYSICAL DEMANDS

The work is partly sedentary with periods of physical activity. Typical positions require workers to walk, or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

## FLSA STATUS

Exempt

Custodial Foreman - Inspector

**SUMMARY OF FUNCTION**

Supervises and coordinates with the Area Custodial Supervisors. Plans, oversees, and provides recommendations to the Facilities Operations & Maintenance Manager for the custodial operations and services for the district. Assists in preparing centralized custodial functions and budgets. Develops and recommends custodial staffing and budget distributions to the schools and support sites. Services and supports the District's custodial substitute staff; makes recommendations to ensure safe, orderly and operationally sound functioning of all buildings and grounds at the FOTC.

**ESSENTIAL JOB FUNCTIONS**

- Assists in the development of strategies and leads the implementation for the providing / standardization of custodial services district-wide.
- Develops and maintains custodial operations performance standards and guidelines;
- Assists in the development of training and development program to support district custodial standards. This includes: training for newly hired custodial personnel, advanced training for building managers and quarterly training for all district custodial staff.
- Develops the custodial staffing recommendations for the District and for all school and support sites for Director of Facilities.
- Assists in the development of annual custodial operations and support budgets; manages execution of non-distributed budgets; and establishes and monitors custodial supplies budgets for schools and sites.
- Oversees the custodial equipment program to include analysis of requirements; develop and maintain equipment inventories for all school sites, determination of standards, and management of a cyclical replacement program.
- Makes the daily assignments for the substitute custodians; leads the recruitment and training programs; participates in the recommendation for employment and termination; assist and provide feedback of performance problems; and prepares and approves substitute payrolls.
- Conducts inspections of all district buildings, facilities and sites to ensure standardization of safe and clean working environments for school staff, students and the community / neighborhood.
- Works with school site leadership to investigate site specific custodial concerns and problems, formulates corrective action plans and makes recommendations accordingly.
- Researches custodial supplies needs and coordinates related procurement/inventory strategies; develops purchase requisitions for related supplies and services.
- Oversees the Building Custodial Support Technicians (substitute custodial staff), schedules daily work assignments, maintains time sheets and related data, and performs required personnel administration duties
- Works closely with Human Resources and Director of Facilities to recruit and hire Building Custodial Support Technicians (substitute custodial staff).
- Performs other duties as assigned.
- May be required to drive to numerous District locations and outside of District 11.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Working understanding of custodial practices, techniques, supplies and materials, and equipment.
- Ability to understand and assist in the development of budgets, plans and related financial documents.
- Understanding of lead worker.
- Strong computer skills in standard software packages including MS Word; Excel and Outlook.

JOB TITLE

JOB DESCRIPTION

- Effective writing and verbal communications skills.
- Ability to work cooperatively with others as either a team member or lead worker.
- Ability to work independently with little or no direct supervision.
- Ability to work alternating schedules: early AM, day, PM as the situation and circumstances dictate.

OTHER DUTIES

- Performs related work as required

QUALIFICATIONS

- Associate degree in facilities management, business administration or related fields from an accredited college (preferred)
- At least five years of experience managing a custodial services operation; with at least two years in a lead worker role.
- Valid Colorado State driver's license.

ORGANIZATIONAL RELATIONSHIPS

Reports to Facilities Operations & Maintenance Manager

WORKING CONDITIONS

- The work is performed both in an office and on a variety of job sites throughout the district.

PHYSICAL DEMANDS

The work is typically performed in an office setting with use of a personal computer. Requires frequent visits to school sites and district facilities to conduct inspections and evaluations. The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-exempt

WORK YEAR

260

JOB TITLE

JOB DESCRIPTION

Custodial Support Manager

SUMMARY OF FUNCTION

Manages and administers all functions related to the district's custodial operations support.

ESSENTIAL JOB FUNCTIONS

- Develops and directs strategies for providing and improving custodial services district-wide
- Develops and implements policy, regulations and procedures regarding areas of responsibility
- Develops and maintains custodial operations performance guidelines; and manages a supporting training and development program
- Develops the custodial resourcing recommendation for staffing and budgeting
- Works with school site leadership to proactively improve custodial service, investigate site specific custodial concerns and problems, formulate corrective action plans and make recommendations accordingly
- Manages the custodial substitute / rover program
- Performs supervisory and administrative tasks related to assigned personnel

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGES, ABILITIES AND SKILLS

- Knowledge of the concepts, methods and techniques of custodial operations
- Ability to lead, supervise and manage assigned personnel
- Ability to communicate effectively
- Ability to understand and develop budgets, execution plans and related financial documents
- Strong computer skills in standard software packages including MS Word; Excel and Outlook
- Ability to work independently with little or no direct supervision

QUALIFICATIONS

- Bachelor's degree in business administration or related fields from an accredited college
- At least five years of experience managing custodial services operations, including two years supervisory experience
- Valid Colorado driver's license with good driving record

ORGANIZATONAL RELATIONSHIPS

Reports to the Director of Facilities.

WORKING CONDITIONS

The work is performed in a typical office environment and may include visits to schools, other customers and vendors.

PHYSICAL DEMANDS

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

JOB TITLE

JOB DESCRIPTION

Custodial Support Technician

SUMMARY OF FUNCTION

Performs all maintenance and minor repair as assigned.

ESSENTIAL JOB FUNCTIONS

- Conducts general cleaning/maintenance and minor repairs
- Sweeps, mops and buffs floors, vacuums carpeted areas, cleans restrooms and checks boilers, air conditioning and ventilation units
- Assists with lunchroom set up and cleaning
- Cleans tables, wet mops, and spray buffs; sets up tables and removes trash
- Locks and unlocks building(s)
- Checks for needed repairs and maintenance and performs as needed or reports to building manager
- Cleans and maintains tools and equipment in working condition
- Assists with maintaining necessary supplies
- Responds to special requests from building administration, staff and other users of the facility
- Performs outdoor maintenance and repair including mowing, watering, snow removal, playground equipment checks and other seasonal tasks as needed
- Assists with community school activities as required
- May drive to various locations with the District and outside of the District

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of building custodial work
- Ability to perform building custodial and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade
- Ability to work alternating schedules: early AM, day, PM, as the circumstances dictate

QUALIFICATIONS

- High School diploma or equivalent.
- Current and valid Colorado Driver License

ORGANIZATIONAL RELATIONSHIPS

Reports to Custodial Foreman/Inspector.

WORKING CONDITIONS

The work is performed in District buildings.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS: Nonexempt

Custodian of Records Manager

**SUMMARY OF FUNCTION**

This position supports the Deputy Superintendent of Personnel Support Services in all aspects of the District wide Records Management Program and Historical Archives. This position supports the Administration and the Board of Education in the areas of Policy and Information requests and works collaboratively with the District's legal counsel. This position supports the Director of Communications in the areas of Colorado Open Records Act (CORA).

**ESSENTIAL JOB FUNCTIONS**

- Serves as the Custodian of Records for the district
- Responsible for information requests from the public
- Acts as contact for the Board of Education
- Works with the District's Legal Counsel
- Insures the district's compliance with State and Federal statutes, State Archives Regulations, Family Educational Records Protection Act, Colorado Open Records Act, and Freedom of Information Act
- Responsible for the management and operation of the District's Records Management Program
- Supervises three to five employees
- Receives and processes Formal External Information Requests, Subpoenas, and Discovery Notices
- Works in collaboration with appropriate administrators and ensures legal compliance with disclosure of information
- Prepares long-range strategic goals and necessary resource projections for the Records Center
- Develop periodic and otherwise requested reports to administration on the program
- Prepares fiscal budget and has financial planning responsibility for the Records Center
- Evaluates and recommends solutions to document management and imaging applications/problems
- Board of Education Policy, Regulations, Exhibits
- Facilitate the development and revision process of Board of Education Policies, Regulations and Exhibits
- Works collaboratively with Deputy Superintendent for Personnel Support Services to facilitate the Board's policy subcommittee bringing forward proposed revisions and then presents proposed revisions and legal impact to the administration and the Board of Education
- Monitor legislative activity for policy implications
- Conducts State and Federal level research
- Work with the district's legal counsel in the area of policy development and revision
- Facilitate committees and act as a resource for the Administration and schools
- Research existing policies for current issues and legal impact and recommends revisions to ensure consistency throughout the Policy Manual
- Responsible for the communication of new or revised policies, regulations and exhibits

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstration of effective oral and written communication skills
- Self motivation and ability to work independently
- Ability to supervise effectively and coordinate the resources available for an effective program

JOB TITLE

JOB DESCRIPTION

- Maintenance of professional status through membership in professional organization, literature review and specialized courses.
- Thorough knowledge of records management, knowledge of National, State and Local Board of Education laws and legal requirements
- Demonstrated knowledge of State and Federal Statutes, Mandates, and Regulations in regards to the release of district or student information

QUALIFICATIONS:

- Bachelor’s degree or equivalent experience and training in the area of Document Management.
- Three years experience managing a document management program.
- Three years experience working with Board of Education Policies.

ORGANIZATIONAL RELATIONSHIPS

Reports to the Deputy Superintendent for Personnel Support Services  
Works closely with all Administrators  
Supervises the staff of the Record Management Center

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

**JOB TITLE****JOB DESCRIPTION****Customer Service Representative****SUMMARY OF FUNCTION**

Input new orders, respond to customer questions and status inquiries, research print orders gather data and conduct preliminary customer order interviews, perform invoicing and accounts receivable functions, execute daily closeout procedures.

**ESSENTIAL JOB FUNCTIONS**

- Assist customers with the coordination of printing projects, responding to walk in, telephone, web, and on-site customer orders and inquiries; assist in completing printing request forms; assist customers in decisions about paper, ink, design needs; provide estimates when customers require them; act as a resource for information about printing and related services for the main facility and cluster copy centers
- Input all job information into the computerized job management system and distribute individual jobs appropriately; review all job tickets for complete information prior to production and/or billing; post jobs that have been shipped, delivered or picked-up for billing; perform daily closeout functions in both department's business management software and related district-billing software
- Reconcile, verify pricing and prepare vendor supply invoices for signature; process invoices for the District's small copier fleet on a monthly basis
- Respond to calls from customers inquiring about the status of their projects; coordinate and show proofs, obtain customer approval
- Field customer concerns or complaints; coordinate with appropriate staff to see that complaints are resolved, and follow up with customer; establish and maintain log of complaints and compliments, and report such to supervisors
- Establish and meet goals for continuous improvement; complete special projects

**OTHER DUTIES**

- Performs related duties as required/ assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of cutting-edge technology, including desktop computers and software, copy machines, and credit card processing
  - Ability to operate keyboard devices at moderate speed
- Ability to perform general office clerical work efficiently and accurately
- Ability to communicate effectively
  - Ability to work as part of a team and cooperatively with others
  - Ability to deal well with repetitive tasks
  - Basic mechanical aptitude
  - Exceptional attention to detail and follow-up skills

**QUALIFICATIONS**

- High school diploma or equivalent
- Minimum of three years experience in in-plant/commercial printing environment

**ORGANIZATIONAL RELATIONSHIPS**

Reports to building administrators.

**WORKING CONDITIONS**

The work is performed in the production printing department.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to

JOB TITLE

JOB DESCRIPTION

20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS  
Nonexempt.

Customer Success Mgr/Exec Asst to Superintendent

Customer Success Manager will be responsible for coordinating people and processes to ensure that customer service internal and external projects are delivered on time and produce the desired results. The position requires point of contact for everything involving CSSD11's customer service organization and timelines. Performs professional and complex Executive Assistant duties for the Superintendent; manages sensitive and confidential issues and possesses excellent communication skills.

#### **ESSENTIAL JOB FUNCTIONS**

- Ensures that all projects are delivered on-time, within scope and within budget
- Monitors timelines and financial budgets to ensure adherence with approved project plans
- Ensures Quality Management is monitored throughout the project cycle and complete lessons learned at key points to validate findings and implements corrective action
- Escalates issues and risks to Superintendent
- Performs and documents post project reviews with assistance from Executive Cabinet or project sponsors
- Ensures engaged consultative behavior during implementation and post completion
- Manages project team activities and provides guidance to end users when they are faced with application and business process options
- Coordinates internal resources and third parties/vendors for the flawless execution of projects
- Develops project scopes and objectives, involving all relevant stakeholders and ensuring technical feasibility
- Ensures resource availability and allocation
- Develops a detailed project plan to track progress
- Uses appropriate verification techniques to manage changes in project scope, schedule, and costs
- Measures project performance using appropriate systems, tools, and techniques
- Manages the relationship with the client and all stakeholders
- Establishes and maintains relationships with third parties/vendors

#### **OTHER DUTIES**

- Plans and coordinates executive support functions for the Superintendent of Schools; manages sensitive and confidential issues; exercises initiative and independent judgement within D11 policy guidelines; protects the confidentiality of D11 issues and trust in the Superintendent's Office.
- Maintains Superintendent's calendars and resolves complex meeting and travel schedules, coordinates meeting resources, agendas, and action items according to priorities.
- Promotes goals and priorities of Superintendent in compliance with all policies and procedures.
- Maintains/monitors budget and expense account records
- Maintains office payroll, invoices, and other accounting paperwork
- Processes paperwork for employee leave/vacation sick leave
- Other duties as assigned

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Great educational background, preferably in the fields of technical or financial analysts for technical project managers
- Proven working experience as a project administrator in the information technology sector
- Solid technical background, with understanding or hands-on experience in

JOB TITLE

JOB DESCRIPTION

software and web technologies

- Excellent client-facing and internal communication skills
- Excellent written and verbal communication skills
- Solid organizational skills including attention to detail and multi-tasking skills
- Strong working knowledge of Microsoft Office

**QUALIFICATIONS**

- BA/BS in a field of study, preferred
- Three to five years of progressively increasing responsibility (including supervisory) as a project manager, director; experience and background preferred
- Excellent communication skills, written and verbal
- Strong background in business management and program analysis

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Superintendent

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of physical activity. Typical positions require workers to walk, or stand for long periods: lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

D11 Chef

SUMMARY OF FUNCTION:

The D11 Chef is a direct link between the Assistant Director of Food & Nutrition Services, Administrative Dietitian, and his/her assigned production areas and outlets. The D11 Chef's primary responsibilities are to ensure all communication, standards, policies, and expectations are communicated to his/her team and then executed accordingly. The D11 Chef enables his/her team by ensuring equipment and sanitation standards are always met, supplies and inventories are readily available, expectations are communicated, recipes are current, and training is ongoing. The D11 Chef is assigned to be directly responsible for one or more outlets or production. The D11 Chef should expect to be rotated into different areas with or without advance notice in regards business demands and career development.

ESSENTIAL JOB FUNCTIONS

- Abides by and enforces Colorado Springs School District 11 regulations and policies
- Enforcement and documentation of all operating standards for Food & Nutrition Services
- In coordination with the Production Center Manager, supervises the functions and operations of the Production Center Kitchen
- Strictly adheres to all recipes and methods and instructions
- Maintains an organized and efficient flow of production, with regards to changes in forecasts and menus
- Coordinates with Administrative Dietitian recipe development and updates
- Assists in menu costing to include product price comparison of all food and non-food products
- Consistently checks temperatures in foods and follows proper procedures in regards to chilling, re-heating, and holding food
- Reviews kitchen cleanliness and operational efficiency
- Supports the FNS Department with ServSafe Training as a trainer and exam proctor
- Train Site Managers as needed regarding reporting and record keeping activities required of them
- Fills in for or assists employees during preparation and service as needed
- Ensures development of team members through on-going training. Training will include quality of food, exemplary customer service, safe food handling and storage procedures, employee safety and safe work habits, proper sanitation and cleaning procedures, and appropriate appearance (dress, jewelry and hygiene)
- Recognizes team members for successful achievements and contributions
- Provides performance input for Production Center team members to the Assistant Food & Nutrition Services Director to

outline coaching and mentorship opportunities

- Involved in the employee selection process, makes hire recommendations and recommends disciplinary actions as necessary. Completes employee performance reviews (probationary & annual)
- Responsible for accuracy in inventory levels of assigned Production Centers
- Ensures proper rotation, storage temperatures, security from theft, and proper storing procedures are observed
- Continuously monitors food and labor cost in accordance with department standards
- Adjusts scheduling appropriately in order to attend mandatory meetings
- Communicates and follows-through with appropriate departments to adjust production for joint product needs and to correct sanitation and or equipment issues
- Holds regular meetings with the Assistant Food & Nutrition Director to review daily challenges, production capacity and efficiencies, and team strengths/weaknesses
- Schedules regular meetings with subordinates to foster communication regarding expectations, production schedule, workflow, and teamwork
- Measures and monitors site monthly goal progress to include:
  - Monthly area profit and loss reports
  - Monthly participation and revenue reports
  - Site Meal Planning and Production Records
  - Customer Satisfaction data
  - Food and Employee safety programs and assists Director and Assistant Director in development of any action plans to address improvements required to reach stated goals
  - Continually maintains and updates reports in a timely manner
  - Demonstrates positive customer service attitude at all times
  - Supports school meal sales activities as necessary to include running electronic Point of Sale system
  - Coordinates and assists with special functions/events as needed. This may include food preparation, set-up and service, and clean up
  - Actively participates in Leadership and All-Manager meetings to include staff training.
  - Assists department leadership with special assignments that may include the following programs, committees, or duties:
    - Food Safety
    - Employee Safety
    - Marketing
    - or other duties as required
  - May be required to temporarily support sites in other areas due to Area Supervisor/D11 Chef absences
  - Monitors District provided cell phone during work/non-working

hours and responds promptly to emergency situations

#### OTHER DUTIES

- Performs related duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

- Knows and practices positive customer service skills
- Proven leadership skills and ability to work cooperatively with others
- Commitment to quality through high standards and follow-up
- Ability to communicate effectively
- Basic computer skills. Ability to utilize Microsoft Word, and Microsoft Excel
- Good working knowledge of food and menu planning
- Knowledge of volume food preparation methods, procedures and techniques
- Good working knowledge of safe food handling skills
- Proper knowledge in use and care of kitchen equipment
- Excellent planning, organizational and coordinating skills
- Knowledge regarding purchasing programs, staffing and scheduling
- Ability to plan and work independently to meet deadlines
- Effective problem solving and decision making skills
- Shows initiative and creativity
- Ability to convert recipes for both volume and weight
- Ability to create and write reports in English in professional and concise terms
- Ability to provide leadership, motivation, and training

#### QUALIFICATIONS

- High School diploma or equivalent
- Culinary School 2-4 year degree or foreign equivalency preferred
- 3+ years of culinary experience in varying fields (may be combined with formal culinary training)
- Six years' experience in food preparation with at least two years of management and supervisory experience
- Strong knowledge of all basic cooking techniques
- Flexibility to work any shift in any area of responsibility without notice
- Strong knowledge of all kitchen equipment, tools, and supplies
- ServSafe Certification required within eighty-nine (89) calendar days of hire.

#### ORGANIZATIONAL RELATIONSHIPS

Reports to Assistant Director of Food & Nutrition Services  
Supervises all personnel assigned to Production Centers

#### WORKING CONDITIONS

- Exposure to kitchen equipment and utensils
- Working near hot ovens in areas that may not be air conditioned
- Use chemicals for normal and regular cleaning of equipment

JOB TITLE

JOB DESCRIPTION

and surfaces

- Move in and out of walk-in refrigerated units
- May work in area where a microwave is used
- Occasional use of personal vehicle to move around assigned complex and to attend to other district food and nutrition needs

PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach with hands and arms, hold, grasp and turn objects; talk or hear and taste or smell; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors. This job requires specific vision abilities to include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

FLSA STATUS

Non-exempt

## DIRECTOR OF ACADEMICS

**SUMMARY OF FUNCTION**

Serves as a strategic instructional leader across a K–12 system, being responsible for 13–15 schools (organized by regional networks). This role is responsible for driving the implementation, alignment, and continuous improvement of high-impact instructional practices, with a strong emphasis on cultivating student agency, engagement, and deeper learning in every classroom.

In addition to school-based instructional leadership, the Director dedicates approximately 40% of their time to advancing districtwide strategic initiatives. These include leading projects aligned to key district priorities such as instructional coaching, peak learning experiences, personalized learning pathways, and the integration of instructional technology to enhance teaching and empower learners.

**ESSENTIAL JOB FUNCTIONS**

- Champion high-quality, student-centered instruction and curriculum alignment across K–12, ensuring every learner experiences meaningful, relevant, and empowering learning opportunities.
- Align network-wide resources to support instructional practices that foster student agency and ownership of learning.
- Collaborate with area superintendents, principals, instructional coaches, and educators to realize the district’s academic vision
- Provide leadership for high-quality instruction and curriculum alignment K–12.
- Support schools, coaches, and teachers with data-driven instruction and assessment analysis.
- Guide and support school-based professional development planning aligned with district instructional goals.
- Conduct instructional rounds, classroom walkthroughs, and coaching feedback cycles.
- Collaborate across departments to ensure alignment with MTSS, Special Education, CLDE and Gifted Education frameworks.
- Lead strategic district initiatives (40% of role), such as:
  - Instructional Coaching
  - Academic Master Planning
  - MTSS Implementation Across All Schools
  - Instructional Technology Integration
  - Graduate Profile Implementation
  - PEAK experiences

**KNOWLEDGE, SKILLS, AND ABILITIES**

- Deep understanding of K–12 curriculum, instruction, and assessment
- Knowledge of data analysis and interpretation to support student outcomes
- Strategic planning and initiative execution
- Collaborative mindset with the ability to influence across teams and roles
- regular visits to schools and community sites.
- Knowledge of adult learning theory, systems thinking, and change management
- Strong facilitation and communication skills

**QUALIFICATIONS**

- Master’s degree in Education, Curriculum & Instruction, or related field
- Valid administrative license or ability to obtain
- Five (5) years teaching experience
- Three (3) years instructional leadership experience (e.g., principal, coach, curriculum lead)
- Preferred experience managing district-wide instructional initiatives
- **ORGANIZATIONAL RELATIONSHIPS** Reports to the Chief of Instruction

**WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

- Primarily district office-based; regular travel to school sites
- Requires flexibility, adaptability, and comfort with dynamic priorities
- Full-time position with extended hours as needed.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards.

**FLSA STATUS**

Exempt (P11)

**WORK YEAR**

260

**DIRECTOR OF CURRICULUM & INSTRUCTION****SUMMARY OF FUNCTION**

Provides visionary and strategic leadership to ensure high-quality, standards-based curriculum and instructional practices across all K-12 schools and subject areas. This role focuses on developing, implementing, and evaluating curriculum and instruction to ensure equitable access to rigorous and relevant educational experiences that result in continuous improvement and student growth, achievement, and agency. Director of Curriculum and Instruction collaborates with school leaders, educators, district personnel, and stakeholders

**ESSENTIAL JOB FUNCTIONS**

- Lead the development, implementation, and continuous improvement of district-wide curriculum in alignment with state standards.
- Monitor and evaluate instructional practices and provide recommendations for improvement based on research, data, and best practices.
- Guide the selection, adoption, and implementation of instructional materials and digital resources ensuring all populations of students are supported.
- Convenes district committees for study and review of selected curriculum and instruction topics.
- Design and oversee comprehensive professional learning programs to support educators in effective curriculum delivery and pedagogy.
- Use student achievement, growth, and other data to identify instructional gaps and develop responsive interventions and support systems to include job-embedded professional development.
- Oversee district programming to include new course proposals and pathways based on trend data and community needs.
- Promote and support culturally responsive teaching and learning strategies across content areas and grade levels.
- Collaborate with principals, instructional leaders, and content-area experts to ensure instructional coherence and alignment.
- Consults with and provides direction for Instructional Specialists and Directors •
- Oversee district curriculum audits, assessments, and instructional reviews.
- Manage federal, state, and local curriculum-related initiatives and compliance requirements.
- Serve as a liaison between the district and external educational partners, including state agencies and educational organizations.
- Prepare and monitor budgets related to curriculum, instruction, and professional development to include preparing budget proposals for textbooks, supplies, materials, and staff development activities
- Supervise and evaluate assigned personnel to ensure effective service delivery and continuous growth.

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, SKILLS AND ABILITIES**

- Knowledge of educational pedagogy, curriculum development, instructional design, and adult learning.
- Demonstrated success in leading educational initiatives resulting in improved student outcomes.
- Ability to plan and direct instructional program development and implementation K12.
- Ability to lead the work of individuals, teams, and committees, communicate effectively in a variety of modalities and work effectively with individuals from a variety of backgrounds

JOB TITLE

JOB DESCRIPTION

**QUALIFICATIONS**

- Master’s degree in Education, Curriculum & Instruction, or related field
- Valid administrative license or ability to obtain
- Minimum five (5) years teaching experience
- Minimum three (3) years instructional leadership experience (e.g., principal, coach, curriculum lead)
- Preferred experience managing district-wide instructional initiatives

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Chief of Curriculum, Chief of Instruction, and Chief of Student Success and Engagement  
Supervises assigned staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards.

**FLSA STATUS**

Exempt (P11)

**WORK YEAR**

260 Days

**DIRECTOR OF EDUCATIONAL & STAKEHOLDER DEVELOPMENT**

**SUMMARY OF FUNCTION**

The Director of Educational and Stakeholder Development leads the strategic planning, implementation, and evaluation of high-quality professional learning programs that support the continuous growth of all district personnel. In addition to staff development, this role also provides meaningful learning opportunities for families, community partners, and other stakeholders, fostering a culture of shared knowledge, collaboration, and engagement. The Director works to ensure that all learning experiences—whether for internal staff or external partners—are aligned with district goals, promote educational equity, and strengthen partnerships that contribute to student success and agency.

**ESSENTIAL JOB FUNCTIONS**

- Plan, direct, implement, and supervise professional development, to include, at a minimum, overseeing the teacher induction program, new employee onboarding and mentoring opportunities (classified, certified, and administration), and ongoing job-embedded professional development for certificated and classified staff
- Ensure special training initiatives, and mandated training are high-quality and meet all compliance requirements.
- Collaborate with building and district leaders to create differentiated mentoring programs aimed at growing and retaining staff new to Colorado Springs School District 11.
- Collaborate with building and district leaders to create differentiated mentoring programs aimed at growing and retaining staff new to Colorado Springs School District 11.
- Provide a targeted Professional Development plan for the District that supports the District's mission, vision and District strategic goals
- Regularly consult, collaborate, and partner with the Director of Curriculum and Instruction, Directors of Academic Success, and Executive Director of Student Pathways to provide/lead intentional and targeted learning opportunities that result in growth for teachers, leaders, students, and stakeholders.
- Provide support to schools in the implementation of quality professional development aligned with school improvement plans
- Evaluate the effectiveness of professional development opportunities by collecting, analyzing, and utilizing a variety of data points, including participant feedback, implementation evidence, student achievement/growth outcomes, and staff performance indicators to inform continuous improvement and future professional learning outcomes.
- Market and communicate professional development opportunities via a variety of channels
- Maintain accurate systems for tracking participation, monitoring completion of professional learning credits or hours, and generating reports to support compliance and planning.
- Assist employees on re-licensure guidelines and arranges for re-licensure hours for those employees attending professional development activities
- Oversee, manage, and review the professional development budget to align with district needs
- Oversee purchasing and maintenance of professional development materials and equipment at the District's professional development center
- Oversee program administration and budget management for Title IIA funds
- Oversee an electronic database containing records of professional development opportunities
- Supervise employees as assigned
- Serve as the Contracting Officer Technical Representative (COTR) for selected outsourced professional development services.

- Manage and oversee District wide contracted learning opportunities to ensure alignment with district goals and compliance with contract requirements.
- Monitor vendor performance, confirm timely delivery of agreed-upon services and materials, and ensure all work is completed within scope, schedule, and budget.
- Collaborate with procurement and finance teams to track expenditures and maintain accurate documentation.
- Performs other duties as assigned

#### **KNOWLEDGE, SKILLS and ABILITIES**

- Deep understanding of adult learning theory, instructional design, and effective professional development models.
- Knowledge of district, state, and federal policies related to teacher development, induction, detailing, and professional learning requirements and systems.
- Knowledge of federal grant Title IIA rules, regulations, and requirements
- Knowledge of community engagement practices, effective communication with diverse stakeholder groups, and how family and community engagement intersect with educational Success.
- Understanding of how to design, implement, and evaluate learning programs using both qualitative and quantitative data.
- Knowledge of how to leverage technology and artificial intelligence (AI) to enhance professional learning, support personalized development, and engage diverse learners in meaningful ways.
- Ability to design, coordinate, and implement the delivery of learning opportunities that meet identified and aligned professional development needs
- Ability to effectively facilitate groups
- Ability to effectively communicate in a variety of modalities with diverse audiences, including staff, administrators, families, and community partners.
- Ability to work cooperatively and collaboratively with individuals and groups across diverse roles, backgrounds, and perspectives.
- Ability to maintain confidentiality

#### **QUALIFICATIONS**

- Master's degree in Education, Educational Leadership, or Curriculum and Instruction (or related field)
- Appropriate state certification for supervision and evaluation of certified staff
- Minimum of 5 years of successful experience in education, including experience as a classroom teacher
- Classroom and/or school level experience
- Preferred experience in supervising and managing professional development opportunities- preferred
- Preferred experience in an educational leadership role at Central Office

#### **ORGANIZATIONAL RELATIONSHIPS**

- Reports to Chief of Curriculum
- Supervises assigned staff

#### **WORKING CONDITIONS**

- The work is performed in a typical office environment.
- Full-time position with extended hours as needed.
- Requires flexibility, adaptability, and comfort with dynamic priorities
- Work primarily in an office setting with regular visits to schools and community sites.

#### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is

JOB TITLE

JOB DESCRIPTION

performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computers or keyboards.

**FLSA STATUS**

Exempt (P11)

**WORK YEAR**

260 Days

DIRECTOR OF INDIVIDUALIZED EDUCATION

### SUMMARY OF FUNCTION

The Director of Individualized Education is responsible for providing leadership, vision, and direction for the district's special education, multilingual learner, and gifted education programs. This role ensures that all students receive equitable access to high-quality education tailored to their unique needs.

### ESSENTIAL JOB FUNCTIONS

#### Leadership and Vision:

- Develop and implement a strategic plan for SPED, multilingual learners, and gifted education programs.
- Set and communicate a clear vision for meeting the needs of all students, including those with disabilities, multilingual learners, and gifted students.
- Communicate and support implementation of MTSS across the district.

#### Program Management:

- Oversee the development, implementation, and evaluation of programs and services for SPED, multilingual learners, and gifted education.
- Ensure compliance with federal, state, and local regulations and policies.
- Coordinate and supervise the administration of assessments and evaluations for student placement and progress monitoring.

#### Collaboration and Support:

- Partner with school administrators, teachers, support staff, families, and community organizations to support student success.
- Provide coaching, professional development, and resources to educators and staff.
- Facilitate communication and collaboration among stakeholders to address student needs and program goals.

#### Data Analysis and Reporting:

- Collect, analyze, and report data on student performance and program effectiveness.
- Use data to inform decision-making and continuous improvement efforts.
- Prepare and present reports to the school board, district leadership, and other stakeholders.

#### Resource Management:

- Manage budgets and allocate resources to support program goals and priorities.
- Seek and secure funding opportunities, including grants and partnerships, to enhance program offerings.
- Supervise and evaluate key staff across departments

#### Advocacy and Policy Development:

- Advocate for the needs of SPED, multilingual learners, and gifted students at the district, state, and national levels.
- Develop and update policies and procedures to ensure equitable access to education for all students.

### KNOWLEDGE, SKILLS, and ABILITIES

- Knowledge of IDEA, ECEA, and OCR policies that guide the work of these departments.
- Ability to work collaboratively across departments
- Ability to lead a robust improvement process in
- Identification process within MTSS framework
- Strong leadership, communication, and interpersonal skills.
- Proven ability to manage programs, budgets, and staff effectively.
- Knowledge of relevant laws, regulations, and best practices in education.

### QUALIFICATIONS

- Master's degree in Education, Special Education, Educational Leadership, or a related field
- Valid Special Education Director license or actively enrolled in a program to obtain license.

JOB TITLE

JOB DESCRIPTION

- Extensive experience in special education, multilingual education, and/or gifted education preferred

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to the Chief of Student Experience and Success

**WORKING CONDITIONS**

- Full-time position with extended hours as needed.
- Requires flexibility, adaptability, and comfort with dynamic priorities
- Work primarily in an office setting with regular visits to schools and community sites.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards.

**FLSA STATUS**

Exempt (P11)

**WORK YEAR**

260

DIRECTOR OF PROCUREMENT  
STRATEGIES/CONTRACTING

**FOR 25-26 ONLY**

**SUMMARY OF FUNCTIONS**

Ultimately responsible for all school district purchasing, contract negotiations, contract administration activities for construction, professional services (legal, environmental, architect/engineering, and consulting), and supply and service contracts. This includes no cost agreements with terms and conditions, charter school contract matters (new contracts, renewals, probationary, and conditional contract agreements). Responsible for negotiations and subsequent contract action for purchase, lease, and sale of district properties. Performs and oversees acquisition planning, contract development, and buying and contract administration for the District, including charter school contract administration. Presents contract actions to Board of Education for review and approval. Provides staff supervision for a certified professional purchasing staff, the district's community education and site rental programs. Provides for a fair and impartial process for District contracts and procurements.

**ESSENTIAL JOB FUNCTIONS**

- Serves as Department Head responsible for the day-to-day procurement and contracting activities of the District.
- Supervises, directs, and controls efforts of the staff to ensure all staff members perform at a high level of excellence.
- Provides leadership and management oversight to ensure continuous process improvements and the most effective and efficient operation of purchasing activities.
- Serves as lead in developing and maintaining policy and regulation requirements. Duties include the day-to-day direction of the Districts procurement operation to ensure all district staff follow delegated purchasing authority, and adhere to good purchasing practices and expressed contracting procedures.
- Ensures that the purchasing office staff follows supplier competition and bidding procedures, including Federal, State, and district regulations, as well as protocols involving federal and state funded contracts.
- Ensures appropriate acquisition approaches are developed and followed, and that proper source selections are used and procedures followed on Request for Proposal (RFP) and other similar buying methods.
- Provides opinions and recommendations on district procurement integrity or conflict of interest issues relating to a purchasing practices or purchase activity, per District Acquisition Regulation. Responsible for the development of District procurement policies, regulations, procedures and other state or federal compliance requirements.
- Responsible for all real estate contract matters, both buying and selling property and land; this includes easements, sales and long term leases; works directly with the Board of Education through the Superintendent and Chief Operations Officer.
- Ensures staff pursues market research for its customers, and communicates well with its suppliers. Maintains an awareness of market trends to assist customers in getting the best prices and/or the best value for its money.
- Provides an open and honest community relationship with vendors, manufacturers, and solicitors.
- Acts as a fair and impartial adjudicator on contract award or performance disputes that may be appealed through the formal dispute resolution process identified in district regulations and contracts.
- Provides training and oversight for school and administrative personnel in appropriate procurement procedures.
- Responsible for charter school contract matters, including evaluating new

applications and resulting contracts, renewals, conditional approvals, and probationary contracts.

**OTHER DUTIES**

Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of procurement practices and procedures as applied to public school and governmental purchasing, charter schools, construction, professional services, real estate matters, and intergovernmental arrangements and partnerships.
- Knowledge of laws, rules and regulations regarding public school procurement and charter schools.
- Ability to supervise the day-to-day procurement and contracting functions of the District.
- Ability to conduct sound procurement analysis & methods, and recommend appropriate actions regarding claims, protests, or disputes.
- Ability to analyze risk and recommend appropriate strategies, cost saving methods, timing and contract execution.
- Ability to use standard word processing and spreadsheet software effectively.
- Ability to communicate effectively both verbally and in writing. Ability to work cooperatively with others.
- Ability to keep abreast of developments in the field.
- Ability to know sound quality performance indicators in the industry and manage the department to maintain a high performing procurement department.

**QUALIFICATIONS**

Bachelor's degree in business administration, related field or an equivalent combination of education and experience.

Five years of progressively responsible experience in procurement that includes at least three years of government or public school procurement experience.

Certified Purchasing Manager (CPM) from NAPM/RMGPA, Certified Professional Procurement Officer (CPPO) from NIGP/RMGPA, or an equivalent certification offered by a governmental agency or the National Contract Management Association (NCMA).

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Chief of Operations Officer.

**WORKING CONDITIONS**

The work is performed in a typical office environment. On-site work is required for pre-bid conferences and to resolve contract administrative matters.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards.

The work requires the ability to speak normally and use normal or aided vision and hearing.

**FLSA STATUS**

Exempt (E14A) -One year only 25-26

**WORK YEAR:**

JOB TITLE

JOB DESCRIPTION

260 Days

DIST EMBEDDED COACH  
(TOSA):Individualized Ed SpED

### **SUMMARY OF FUNCTION**

The District Embedded Coach (DEC) Individualized Education is an instructional coaching role dedicated to supporting teachers in improving classroom practices to enhance learning outcomes for students with individualized needs. Working collaboratively with teachers, administrators, and staff, the DEC provides ongoing, job-embedded coaching grounded in data-driven, research-based instructional strategies. Areas of focus include instructional strategy expertise, curriculum and instruction, technology integration, strategies for increasing student agency, data analysis and assessment practices, and facilitating professional development. The DEC uses coaching cycles, modeling, co-teaching, and reflective practices to build teacher capacity and support continuous instructional improvement across the district.

### **ESSENTIAL JOB FUNCTIONS**

- Provide job-embedded instructional coaching through cycles of observation, modeling, co-teaching, feedback, and reflection.
- Collaborate with the Network Academic Director, Area Superintendents, C&I Facilitators, and Chiefs to ensure consistent implementation of best instructional and assessment practices across the district.
- Support standards implementation, curriculum adoptions, unit/module planning, and the use of high-impact instructional strategies.
- Mentor and support new teachers, contributing to induction programs and ongoing teacher development, including the development of high quality IEPs.
- Work with educators to develop, implement, and refine instructional strategies aligned with district goals and academic standards.
- Participate in leadership teams, committees, and task forces as assigned to support district-wide instructional priorities.
- Deliver ongoing, job-embedded professional development informed by student achievement and growth data.
- Coach toward instructional practices that promote student-centered learning and foster student agency.=
- Collaborate with the Academics team to ensure cohesive messaging, aligned support systems, and unified instructional initiatives across schools.
- Coordinate and work alongside other instructional coaches to meet goals outlined in school and district improvement/action plans.
- Support Professional Learning Communities (PLCs) by assisting with collaborative, reflective instructional decision-making.
- Help maintain and curate the district's online instructional resources, tools, and platforms.
- Uphold and implement Academic Department expectations, procedures, and initiatives.
- Assist teachers in interpreting and using data to drive informed, strategic instructional decisions.
- Engage in continuous professional learning through reading, research, and collaboration to inform and enhance coaching practices.
- Other Related duties as assigned

### **KNOWLEDGE, SKILLS and ABILITIES**

- Knowledge of educational pedagogy as applied to programming
- Ability to provide direct coaching through a variety of strategies.
- Ability to work cooperatively with others.
- Demonstrated abilities in establishing and maintaining trust
- Demonstrate knowledge of MTSS and PLC processes

### **QUALIFICATIONS**

Current Colorado (CDE) SPED teacher licensure (required)

JOB TITLE

JOB DESCRIPTION

Five or more years of proven, successful classroom teaching experience (required)  
Prior experience as an instructional coach (preferred)  
Master's degree in Instruction & Curriculum or Leadership (preferred)  
Experience providing professional development (preferred)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Academics  
Works collaboratively with facilitators and school/district-wide coaching personnel

**WORKING CONDITIONS**

The work is performed in a typical office environment and in schools.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

187 Days (Teacher Salary Schedule)

DISTRICT EMBEDDED COACH (TOSA)

**SUMMARY OF FUNCTION**

The District Embedded Coach (DEC) is an instructional coaching role dedicated to supporting teachers in improving classroom practices to enhance student learning outcomes. Working collaboratively with teachers, administrators, and staff, the DEC provides ongoing, job-embedded coaching grounded in data-driven, research-based instructional strategies. Areas of focus include instructional strategy expertise, curriculum and instruction, technology integration, strategies for increasing student agency, data analysis and assessment practices, and facilitating professional development. The DEC uses coaching cycles, modeling, co-teaching, and reflective practices to build teacher capacity and support continuous instructional improvement across the district.

**ESSENTIAL JOB FUNCTIONS**

- Provide job-embedded instructional coaching through cycles of observation, modeling, co-teaching, feedback, and reflection.
- Collaborate with the Network Academic Director, Area Superintendents, C&I Facilitators, and Chiefs to ensure consistent implementation of best instructional and assessment practices across the district.
- Support standards implementation, curriculum adoptions, unit/module planning, and the use of high-impact instructional strategies.
- Mentor and support new teachers, contributing to induction programs and ongoing teacher development.
- Work with educators to develop, implement, and refine instructional strategies aligned with district goals and academic standards.
- Participate in leadership teams, committees, and task forces as assigned to support district-wide instructional priorities.
- Deliver ongoing, job-embedded professional development informed by student achievement and growth data.
- Coach toward instructional practices that promote student-centered learning and foster student agency.=
- Collaborate with the Academics team to ensure cohesive messaging, aligned support systems, and unified instructional initiatives across schools.
- Coordinate and work alongside other instructional coaches to meet goals outlined in school and district improvement/action plans.
- Support Professional Learning Communities (PLCs) by assisting with collaborative, reflective instructional decision-making.
- Help maintain and curate the district's online instructional resources, tools, and platforms.
- Uphold and implement Academic Department expectations, procedures, and initiatives.
- Assist teachers in interpreting and using data to drive informed, strategic instructional decisions.
- Engage in continuous professional learning through reading, research, and collaboration to inform and enhance coaching practices.
- Other Related duties as assigned

**KNOWLEDGE, SKILLS and ABILITIES**

- Knowledge of educational pedagogy as applied to programming
- Ability to provide direct coaching through a variety of strategies.
- Ability to work cooperatively with others.
- Demonstrated abilities in establishing and maintaining trust
- Demonstrate knowledge of MTSS and PLC processes

**QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

Current Colorado (CDE) teacher licensure (required)  
Five or more years of proven, successful classroom teaching experience (required)  
Prior experience as an instructional coach (preferred)  
Master's degree in Instruction & Curriculum or Leadership (preferred)  
Experience providing professional development (preferred)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Academics  
Works collaboratively with facilitators and school/district-wide coaching personnel

**WORKING CONDITIONS**

The work is performed in a typical office environment and in schools.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

187 Days (Teacher Salary Schedule)

Data Analyst

**SUMMARY OF FUNCTION**

The Data Analyst will support the Colorado Springs School District 11, serving approximately 22,000 students, by collecting, analyzing, and interpreting data to drive informed decision-making. This role will work closely with the Director of Data Analytics and the Chief of Strategy and Data Acquisition to support administrators, educators, and other stakeholders to enhance student achievement and operational efficiency through data-driven insights.

Supports the Director of Data Science in providing provides training and support for Area Superintendent's, Principals and Central Administration

**ESSENTIAL JOB FUNCTIONS**

- Collect, clean, and maintain data from various sources including student information systems, standardized tests, and district-wide surveys.
- Ensure data accuracy, integrity, and security in compliance with district policies and relevant regulations.
- Analyze academic performance data, attendance records, behavioral reports, and other key metrics and make recommendations to strategy.
- Identify trends, patterns, and insights for strategic planning and instructional improvement.
- Develop predictive models to anticipate future trends and needs.
- Create detailed reports, dashboards, and visualizations to communicate findings to stakeholders.
- Present data in a clear and concise manner for decision making to use with administrators, teachers, parents, and the school board.
- Collaborate with school administrators and Area Superintendents to understand their data needs and provide actionable insights.
- Train staff on data literacy and the use of data tools and reports.
- Support grant writing and program evaluation efforts through data provision and analysis.
- Recommend and implement process improvements to enhance data collection and analysis capabilities in the context of Data as a Service model.
- Develops methods and practice for maintaining data quality and visualization.
- Conducts quantitative and qualitative statistical research to support District's strategic initiatives.

**OTHER DUTIES**

Performs other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent time management, communications, decision making and trouble shooting skills
- Experience in data analysis skills (report writing, graphical presentations, etc.)
- Communicate effectively both orally and in writing with technical and non-technical audiences
- High degree of proficiency with MS Excel
- Experience in qualitative and quantitative data analysis skills
- Knowledge of and ability to use effective problem-solving skills
- Ability to provide user assistance within areas of capability
- Ability to work cooperatively with other
- Ability to keep abreast of developments in the field
- Stay current with best practices in data analysis, educational technology, and relevant software.
- Commitment to learning new skills and continual improvement of services

**QUALIFICATIONS**

- Bachelor's degree
- Two years of experience with data analysis, preferably in an educational setting
- Proficiency in statistical software (e.g., R, SAS, SPSS) and data visualization tools (e.g., Tableau, Power BI).
- Advanced skills in Microsoft Excel and database management (e.g., SQL).

JOB TITLE

JOB DESCRIPTION

- Familiarity with student information systems (e.g., PowerSchool) and learning management systems.
- Familiarity with data lakes and warehousing such as Snowflake, Azure, or other services
- Strong analytical and problem-solving abilities.
- Ability to interpret complex data sets and generate meaningful insights.
- Excellent written and verbal communication skills.
- Ability to present data findings to non-technical audiences clearly and effectively.
- Strong collaboration and teamwork abilities.
- Ability to work independently and manage multiple projects simultaneously.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Data Science

**WORKING CONDITIONS**

The work is performed in a typical office environment

Occasional travel to schools within the district.

Standard work hours, with occasional evening or weekend meetings as required.

**PHYSICAL DEMANDS**

This work is mostly sedentary with periods of light physical activity and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260

Data Scientist Programmer

**SUMMARY OF FUNCTION**

District 11 utilizes a data lake integrated with multiple internal and external databases to provide actionable insights that drive decision-making and improve student success. This position will play a crucial role in leveraging data to enhance student success and operational efficiency. The Data Scientist will focus on utilizing our data lake and developing machine learning and predictive models to support data-driven decision-making and improve student academic success. This individual will collaborate with a diverse team and multiple departments across the district that are responsible for data management and analysis, to create innovative machine learning and predictive models to support teaching and learning efforts in the district.

**ESSENTIAL JOB FUNCTIONS**

- Access and utilize multiple data sources in the districts data lake for storing and managing data
- Develop and implement machine learning models to predict student performance utilizing multiple, longitudinal data sources
- Create predictive models to support strategies and improve student outcomes
- Collaborate with educators and administrators to translate data insights into actionable strategies
- Use data visualization tools to present complex data in an accessible and understandable manner
- Participate in cross-functional projects to enhance data-driven decision-making processes
- Stay updated with the latest trends and best practices in data analysis, machine learning, and education technology
- Provides advanced problem solving and troubleshooting across several student information systems
- Maintain detailed documentation on processes, and track work progress using district provided software
- Provides full analysis, development, testing, and production implementation of projects
- Responsible for the timely delivery of critical data to the Colorado Department of Education on a regular and reoccurring basis
- Provides careful testing of automated solutions as required

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Technical Proficiency: Strong understanding of data science and predictive modeling processes
- Analytical Skills: Ability to analyze complex data sets and identify patterns and trends
- Project Management: Capable of managing multiple projects and tasks efficiently, ensuring timely delivery
- Detail-Oriented: High attention to detail to ensure data accuracy and integrity
- Problem-Solving: Proactive in identifying and resolving data-related issues
- Collaboration: Effective in working with cross-functional teams and stakeholders to achieve common goals
- Adaptability: Flexible and able to adapt to changing priorities and requirements

**QUALIFICATIONS**

- Bachelor's degree in Data Science, Statistics, Computer Science, or a related field or equivalent experience
- Proven experience analyzing data, preferably in an educational setting
- Strong proficiency with data warehousing solutions (e.g. Snowflake,

JOB TITLE

JOB DESCRIPTION

Databricks, AWS Redshift, etc.) with familiarity with SQL

- Knowledge of machine learning or deep learning tools in programming languages such as Python or R
- Strong problem-solving skills and attention to detail
- Excellent communication and collaboration skills
- Customer service-orientation; ability to be responsive to Director’s requests quickly and efficiently, utilizing good written and verbal communication skills
- Ability in and commitment to learning and the continual improvement of services
- Ability to work collaboratively and effectively with other support and technical staff
- Knowledge of data security and compliance best practices
- Ability to prioritize; good organizational and time management skills: detail orientation

**PREFERED QUALIFICATIONS**

- Experience in the education sector or working with educational data
- Certifications in Snowflake or related tools
- Experience with data visualization tools such as Tableau, Power BI, or Matplotlib

**ORGANIZATIONAL RELATIONSHIPS**

Reports directly to the Director of Data Science  
Collaborates with other divisions and departments to support technological needs and initiatives across the district.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for extended periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. Work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Data Specialist

**SUMMARY OF FUNCTION**

In support of Talent Management (HR), responsible for processing employee TM full life cycle transactions in the HR Information System (HRIS). Track, audit, analyze, verify, and interpret documents submitted by schools or departments. Contact appropriate district personnel to resolve questions, inconsistencies, or missing data. Assist in maintaining general payroll period and employee data files in accordance with established department or district policy. Provide excellent customer service to school and department staff, management, and administrators.

**ESSENTIAL JOB FUNCTIONS**

- ? Track, analyze and audit all incoming documentation for employee data integrity.
- ? Enter new employee data and/or process existing employee changes in the HRIS, ensuring accuracy and efficiency for reporting.
- ? Ensure accuracy of data inside HRIS system; Review error reports, compare with information in the HRIS, correct/submit to appropriate team member for history corrections.
- ? Update seniority for any employee who is rehired or changes employee class.
- ? Accurately process high-volume employee transactions, including rejection notifications, new hire, non-renewal, termination, promotion, location change, transfer or leave of absence; maintain monthly Board of Education Personnel report.
- ? Provide excellent customer service to school and department staff, management, and administrators.
- ? Understand and be able to articulate to employee and departments/schools the impact of negotiated agreements, district policy and procedures on employees and HR related functions.
- ? Effectively research and answer the majority of questions received from employees or departments/schools concerning records or compensation.
- ? Work to be able to identify root cause of problems, provide appropriate solutions, identify trends in order to effectively minimize or suggest ideas to resolve.
- ? Contact appropriate district departments/personnel to resolve questions, inconsistencies or missing data as it relates to source employee documents.
- ? Compare previously entered data (history) when analyzing source employee documents or handling inquiries, considering district policies, department procedures, and negotiated agreements
- ? Responsible for creating, sending and maintaining all Post-Onboarding documentation and processing
- ? Calculate salary worksheets for new hires, rehires, transfers, and modifications for all teachers and ESP.
- ? Maintain all source documents assigned, sort, submit for auditing and distribute to appropriate department, such as Benefits or Payroll.
- ? Assist in maintaining general payroll period and employee data files in accordance with established department or district policy.
- ? Coordinate with Payroll and Benefits regarding various tracking and deadlines
- ? Responsible for researching, resolving, and responding to inquiries related to employment, compensation, salary placement, salary advancements, contract placement, and/or questions pertaining to personnel files and
- ? Verify and update employee files pertaining to HR Audit Report.
- ? Submit PERA New Hire Report - send new hires to CO PERA by the 5th of each month.

JOB TITLE

JOB DESCRIPTION

? Create and update trial period documents for ESP employees.  
? Perform other duties as assigned

**KNOWLEDGE, SKILLS AND ABILITIES**

? Working knowledge of Human Resource policies, procedures, and practices  
? Knowledge of applicable laws, rules and regulations governing human resources management activities  
? Ability to analyze data, create a written summary of the information, and where requested provide for solutions or a workable method for solving problems.  
? Ability to present a positive and courteous image to all customers of the department internal as well as external.  
? Requires the ability to communicate (oral and written) and read the English language, excellent organizational and interpersonal skills.  
? Ability to work with mathematical concepts such as fractions, percentages, ratios, and proportions to practical situations.  
? Excellent customer service skills, including timely and accurate responses to requests for information.  
? Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exist (ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form) and handle multiple tasks with frequent interruptions.  
? Operating knowledge of and experience with computers and software (Windows, Microsoft Office, Google Suite etc.), Internet, e-mail and general office equipment at time of hire.  
? Requires ability to become progressively familiar and production in a complex HRIS in accordance with District policies, negotiated agreements, and procedures within 12 months of hire.

**QUALIFICATIONS**

? A Bachelor’s Degree in Human Resources or similar field is preferred. A combination of schooling and experience will be considered.  
? 2 years’ experience with business office operations, customer service, and data entry into a complex Human Resources Information System preferred.

**ORGANIZATIONAL RELATIONSHIPS**

? Reports directly to the Director Compensation  
? Interfaces daily with department staff, district employees, and members of the public.  
? Represents the District and the Department to all levels of the organization and public who need to have information provided, questions answered, or problems resolved in a timely and effective manner

**WORKING CONDITIONS**

Work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work requires manual dexterity and extensive use of a computer terminal, video monitor, printer. Long periods of sitting are required. Must be able to lift up to 20 pounds, climb stairs, bend, reach, and use the telephone.

**WORK YEAR:** 260 Days

**FLSA STATUS:** Non-Exempt

## Data Support Specialist

## SUMMARY OF FUNCTION

Provides data reports that result from the interface between optical scanning system and local or remote scanner interface data processing systems (Remark, SchoolNet, etc.) Produces input templates (surveys, tests, assessments, etc.) formatted to be compatible with optical scanning devices. Formats output data to meet data analysis and reporting needs. Provides systems training and related support and assistance to district optical scanner users. Prepares user documentation, training materials and assists in training. Responds to user inquiries as needed.

## ESSENTIAL JOB FUNCTIONS

- Prepares optical scanner templates from surveys, tests and assessment documents and ensures they are operationally functional for other users
- Scans document data into appropriate software modules and resolves software interface issues
- Reviews output data for errors or discrepancies and resolves the data issues
- Prepares materials and documentation to provide support to district optical scanner users
- Suggests modifications to user manuals
- Responds to user questions and inquiries
- Assists and trains users in system related questions, operation and problems
- Directs inquiries to appropriate system experts needed
- Suggests methods for maintaining quality of user systems
- Provides telephone support to and interacts directly with school administrative staff to help when problems occur
- Tasks including assessing nature and extent of issues, and determining the level of technical/functional expertise required for resolution

## OTHER DUTIES

- Performs other related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Excellent time management, communications, decision making and trouble shooting skills
- Proficient in Microsoft Access and Excel
- Knowledge of computer operations and optical scanner operations as apply to the preparation of program and system documentation, training materials and related areas.
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers and copy machines
- Ability to operate keyboard devices at moderate speed
- Ability to provide user assistance within areas of capability
- Ability to communicate effectively both orally and in writing with technical and non-technical audiences
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

## QUALIFICATIONS

- High School Diploma or equivalent
- Two years of experience with computer systems

## ORGANIZATIONAL RELATIONSHIPS

Reports to the section Director

## WORKING CONDITIONS

Some work is performed in a typical office environment; other parts of work may involve travel to school sites and interaction both on-site and by phone with school personnel. Additionally occasionally work will be performed in a

JOB TITLE

JOB DESCRIPTION

warehouse environment.

PHYSICAL DEMANDS

This work is alternately sedentary with occasional and extended periods of physical activity, and is performed in office, school building and/or warehouse surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 40 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing

FLSA STATUS

Nonexempt

WORK YEAR

260 days

**JOB TITLE****JOB DESCRIPTION****Data Support Specialist (AERO)****SUMMARY OF FUNCTION**

Provides data and analytical reports that result from programming the interface between optical scanning system and local or remote scanner interface data processing systems (Remark, SchoolNet, etc.) Produces input templates (surveys, tests, assessments, etc.) formatted to be compatible with optical scanning devices. Formats output data to meet data analysis and reporting needs. Provides systems training and related support and assistance to district optical scanner users. Prepares user documentation, training materials and assists in training. Responds to user inquires as needed.

**ESSENTIAL JOB FUNCTIONS**

- Prepares optical scanner templates from surveys, tests and assessment documents and ensures they are operationally functional for other users
- Scans document data into appropriate software modules and resolves software interface issues
- Reviews output data for errors or discrepancies and resolves the data issues
- Prepares output data in a user friendly format
- Prepares materials and documentation to provide support to district optical scanner users
- Suggest modifications to user manuals
- Responds to user questions and inquiries
- Assists and trains users in system related questions, operation and problems
- Directs inquiries to appropriate system experts needed
- Suggests methods for maintaining quality of user systems
- Provides telephone support to and interacts directly with school administrative staff to help when problems occur
- Tasks including assessing nature and extent of issues, and determining the level of technical/functional expertise required for resolution

**OTHER DUTIES**

- Performs other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent time management, communications, decision making and trouble shooting skills
- Proficient in Microsoft Access and Excel
- Experience in data analysis skills (report writing, graphical presentations, etc)
- Communicate effectively both orally and in writing with technical and non-technical audiences
- Knowledge of computer operations and optical scanner operations as apply to the preparation of program and system documentation, training materials and related areas
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Ability to operate keyboard devices at moderate speed
- Ability to provide user assistance within areas of capability
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- Bachelor's degree or equivalent experience
- Two years of experience with computer systems

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the section Director

**WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

The work is performed in a typical office environment

PHYSICAL DEMANDS

This work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing

FLSA STATUS

Nonexempt

WORK YEAR

260 days

Database Administrator

**SUMMARY OF FUNCTION**

Plans, develops, oversees, and implements activities related to the design, maintenance, and security of the district's administrative software and database systems. Directly responsible for the establishment of procedures pertaining to data management, data integrity, system monitoring, system integration, and system performance optimization. Conducts system related feasibility studies, and manages system and data requirements supporting the development of applications.

**ESSENTIAL JOB FUNCTIONS**

- Maintains and modifies systems related to application database files and structures
- Works with new systems and developments to assure proper integration and performance
- Evaluates and modifies system design to insure most efficient database structure within system environment
- Develops and performs testing as needed
- Performs maintenance activities to insure data integrity while achieving optimal performance for administrative applications
- Tasks include management of data dictionary and related library definitions, along with performing systems analysis related to I/O performance, data distribution, capacity planning and data processing support
- Implements corrective actions as needed
- Assists users and staff with assistance on data issues and information systems use as needed
- Provides system expertise to extract data from system sources to meet user needs
- Identifies user related database problems and modifies systems and programs as needed
- Ensures database system security
- Monitors and manages system resource access and modifies system resource allocations to be consistent with user needs and priorities
- Oversees memory access, disk space allocations, and related access
- Performs software installations and upgrades for database and software systems and installs related products as applicable
- Isolates, identifies and troubleshoots actual and potential database system performance issues
- Maintains database system hardware and software integrity related to the database structures
- Analyzes and implements optimization plans to enhance system performance
- Supervises the integration of new database software with current systems
- Installs software upgrades and enhancements, in addition to verifying and monitoring all changes
- Troubleshoots system problems and supports IS staff with related troubleshooting issues
- Designs, monitors, and implements data replication between systems and takes corrective action as needed
- Designs and implements SMS activities on administrative systems as needed and works with other areas to assist them in SMS activities
- Designs, implements and monitors data warehousing activities on administrative data systems
- Works with other staff and users to assist them in data warehousing needs
- Creates and implements policies related to database access and use for administrative systems

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Ability to understand and use large data management systems
- Ability to perform sound data analysis and take corrective actions regarding data management matters
- Strong organizational and logic skills
- Effective written and verbal communication skills
- Good people skills, with ability to work independently
- Ability to keep abreast of developments in the field

**MINIMUM QUALIFICATIONS**

- B.S. Computer Science or related area, or equivalent experience
- Three years' experience in database management and analysis.
- Three years' experience in relational database design, implementation, and management
- Excellent working knowledge of, and experience with, a client server operating environment.
- Excellent working knowledge of and experience with, large LAN and WAN networking environments

**PREFERRED QUALIFICATIONS**

- Experience in, or familiarity with, data management in an educational environment
- Experience with Microsoft O/S and Microsoft SQL Server
- Experience with large multiple database environments

**ORGANIZATIONAL RELATIONSHIP**

Reports to Director of Support Services

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Database Administrator - Junior

**SUMMARY OF FUNCTION**

Supports and assists the System Administrator with database management and maintenance activities and tasks for both the student and business Microsoft SQL databases. Tasks include SQL monitoring and maintenance, creation and execution of SQL scripts, support for DB security and authorizations, assists with installations and upgrades, and provides support for IS technical and DB staff. Plans, develops, oversees, and implements activities related to the design, maintenance, and security of the district's administrative software and database systems. Directly responsible for the establishment of procedures pertaining to data management, data integrity, system monitoring, system integration, and system performance optimization. Conducts system related feasibility studies, and manages system and data requirements supporting the development of applications.

**ESSENTIAL JOB FUNCTIONS**

- Assists with maintenance activities to insure data integrity while keeping optimal performance for administrative applications
- Tasks may include management of data dictionary and related library definitions, along with performing systems analysis related to I/O performance, data distribution, capacity planning and data processing support and implements corrective actions as needed
- Assists users and staff with assistance on data issues and information systems use as needed
- Provides system expertise to extract data from system sources to meet user needs
- Identifies user related database problems and works with System Administrator to modify systems and programs as needed
- Works with database system security, and user access
- Monitors and manages system resources access and works with System Administrator to modify system resource allocations to be consistent with user needs and priorities
- Monitors memory access, disk space allocations, and related access
- Assists with software installations and upgrades for database and software systems, and installs related products as applicable
- Helps isolate, identify and troubleshoot actual and potential database system performance issues and takes corrective actions as needed
- Helps maintain database system hardware and software integrity related to the database structures
- May analyze and `implement optimization plans to enhance system performance
- Assists with the integration of new database software with current systems
- Helps Install software upgrades and enhancements
- Troubleshoots system problems and supports IS staff with related troubleshooting issues
- Assists in monitoring and implementation of data replication between systems and takes corrective action as needed
- Assist with the implementation and monitoring of data warehousing activities on administrative data systems
- Works with other staff and users to assist them in data warehousing needs

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understanding of database systems and operation
- Ability to perform sound data analysis and take corrective actions regarding data management matters
- Effective written and verbal communication skills

JOB TITLE

JOB DESCRIPTION

- Good people skills, with ability to work independently
- Ability to keep abreast of developments in the field

QUALIFICATIONS

- B.S. Computer Science or related area
- Experience in database operation, management and analysis
- Working knowledge of relational database design, implementation, and operation
- Experience with Microsoft SQL Server and associated tools
- Working knowledge of a client server operating environment
- Familiarity with large LAN and WAN networking environments

ORGANIZATIONAL RELATIONSHIP

Reports to Assistant Director

Dean of Academics and Student Life,  
CSST

### **Dean of Academics and Student Life, CSST**

#### **SUMMARY OF FUNCTION**

This position works collaboratively in a unique and innovative secondary environment. CSST is a unique ecosystem of industry professionals, higher education partners and K12 students and staff. The school is located on the campus of the University of Colorado-Colorado Springs. The Dean will work with the school community (parents, students, faculty, and community members) to ensure alignment of academic and behavioral expectations along with program development, leadership and community partnerships. This position will report to the Executive Director of CSST

#### **ESSENTIAL JOB FUNCTIONS**

- Maintain flexible hours as necessary.
- Manage campus supervision issues and academic partnerships.
- Counsel students and parents on school and district policies, including assistance with monitoring student attendance and academic progress.
- Assist in the planning, development, and implementation of individual student plans.
- Promote positive student behavior.
- Develop and implement strategies for drug and alcohol prevention and intervention.
- Assist in grant writing and monitor/supervise school facilities; help with screening student permit requests.
- Serve as the principal designee for day-to-day oversight of students and staff.
- Participate in meetings with the CSST board, parent groups, and other stakeholders.
- Support the hiring process for staff.
- Assist with student recruitment, information nights, tours, etc.
- Provide supervision at extracurricular and athletic events.
- Perform other duties as assigned.

#### **KNOWLEDGE, SKILLS, AND ABILITIES**

- Strong knowledge of academic subject areas, curriculum alignment, standards-based education, technology, and continuous improvement models.
- Ability to analyze, interpret, and draw appropriate conclusions from data and observations.
- In-depth knowledge of district policies, procedures, goals, vision, and public school laws, rules, and regulations.
- Effective communication skills with staff, students, parents, and community members, including the ability to manage potentially stressful or emergency situations.
- Awareness and understanding of cultural diversity.
- Basic understanding of computer functions and technology.
- Knowledge of the varying socioeconomic segments of the student population.
- Familiarity with instructional strategies and classroom management techniques to enhance student engagement and achievement.
- Understanding graduation requirements, necessary courses, and credit systems.
- Strong organizational and time management skills.
- Ability to set realistic educational and behavioral goals in collaboration with students, staff, parents, and community members.
- Capability to implement or facilitate remedial programs, tutoring, and academic support through staff, community individuals, or organizations.

#### **QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

Bachelor's degree in education, Education Administration or related field, 5- 10 years of experience as a teacher, with program coordination and supervisory experience preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Executive Director of CSST
- Works directly with administration and staff of CSST

**WORKING CONDITIONS**

Work is performed in a typical school/office environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk, sit, or stand for long periods; lift and carry up to 20 pounds occasionally; climb stairs, bend, reach, hold, grasp and turn objects frequently; and use fingers to operate computer, phones, or other standard office equipment frequently. Requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA Status**

Exempt

**Work Year**

187

Dean of Programs After School, RJWAC

## SUMMARY OF FUNCTION

This position works collaboratively in a secondary campus-wide environment that includes alternative and nontraditional learning. Will work with the school community (parents, students, faculty, and community members) to ensure equity and alignment of academic and behavioral expectations. Program development, leadership, and oversight of multiple campus areas. **The position is a scheduled Monday thru Thursday opportunity with hours between 11:30am-9:30pm.** This position will report to the Executive Director of Alternative and Nontraditional Schools or appointed designee.

## ESSENTIAL JOB FUNCTIONS

- Flexible hours as necessary
- Manages campus supervision issues and academic partnerships
- Counsels students and parents about school and district policies; includes assistance in monitoring student and staff attendance
- Assists staff and parents in developing student behavioral expectations; assist the student support coordinator in dropout prevention
- Assists in the planning, developing and implementing of individual student behavior plans
- Serves as a resource to school staff in dealing with classroom management issues which includes assisting in developing programs to promote positive student behavior as well as intervention strategies
- Develops appropriate drug and alcohol intervention and interdiction strategies
- Coordinates alternative education placement for students in consultation with the office of student discipline; administer appropriate consequences for behavior including detention, in school suspension and out of school suspension
- Assists in the writing of grants that are related to student management; assist in monitoring and supervision of school facilities; assist in the screening of student permit requests
- Provides supervision at extra-curricular and athletic events; other duties as assigned

## KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of district and school behavioral requirements/expectations
- Knowledge of subject areas, curriculum alignment, standards-based education, technology, and the continuous improvement model.
- Ability to analyze, interpret, and draw appropriate conclusions from data and/or observations
- Knowledge of district policies, procedures, goals, and vision, public school laws, rules, regulations
- Ability to effectively communicate to staff, students, parents, and community members; including the ability to deal appropriately with stressful or emergency situations or mediation.
- Knowledge and understanding of cultural diversity
- Knowledge and basic understanding of computer functions
- Understanding of varying socioeconomic segments of student population
- Knowledge of classroom management/instructional strategies to increase student achievement
- Knowledge of graduation requirements, required classes, credits
- Strong organizational and time management skills
- Ability to set realistic educational goals and behavioral goals with the students, staff, parents, community members
- Ability to promote or put in place remedial programs, tutoring by staff, community individuals or organizations to work with students in need of academic assistance

JOB TITLE

JOB DESCRIPTION

QUALIFICATIONS

Bachelor's degree in Education, Education Administration or related field, 5- 10 years of experience as a teacher, with program coordination and supervisory experience preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

ORGANIZATIONAL RELATIONSHIPS

- Reports to Executive Director of Alternative and Nontraditional Schools or appointed designee.
- Works directly with administration and staff of Roy J. Wasson Academic Campus schools and programs.

WORKING CONDITIONS

- Work is performed in typical office environment

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk, sit, or stand for long periods; lift and carry up to 20 pounds occasionally; climb stairs, bend, reach, hold, grasp and turn objects frequently; and use fingers to operate computer, phones, or other standard office equipment frequently. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA Status

Exempt

Work Year

185 days

## JOB TITLE

## JOB DESCRIPTION

Dean of Students-Dropout Prev  
Specialist

## SUMMARY OF FUNCTION

Facilitate and implement services to students who have been identified as at risk of dropping out of school. Maintain records / data regarding this specific population. Formulate prevention and intervention programs to decrease the number of drop outs. Put forth effort to retrieve students who have dropped out of school.

## ESSENTIAL JOB FUNCTIONS

- Primary functions will center on prevention, intervention and retrieval of students at risk of dropping out of school or who have dropped
- Utilize district technology to maintain data on this specific population and to access information on students
- Develop and implement plans for prevention and intervention for high risk students
- Ability to identify high risk population
- Ability to formulate strong communication / working relationships with school staff, administration, students, parents, registrar at assigned school / schools
- Assist vice principals and principals, providing information, data and services for high risk / truant students
- Formulate actions to reduce truant behavior, maintain accurate records in preparation for Court proceedings regarding truancy / Coordinate with Magistrate as to truancy issues
- Track students who have dropped and promote efforts to retrieve them by doing home visits, providing updated information on educational programs that may better fit the student's needs

## KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge and basic understanding of computer functions
- Knowledge of resources within the school and in the community, and the ability to access these programs for students and families
- Knowledge and understanding of cultural diversity
- Understanding of varying socioeconomic segments of student population
- Ability to motivate and engage students towards education
- Make home visits to track students who are truant or to meet with the family and discuss educational options
- Knowledge of graduation requirements, required classes, credits
- Ability to coordinate with school counselors to make appropriate schedule changes for high risk students that will promote academic success
- Knowledge of district alternative and charter school programs and their admission requirements and learning environment
- Ability to set realistic educational goals and life goals with the student
- Need to coordinate with SPED teachers regarding identified special education students at risk of dropping out, and attend staffing as needed
- Promote the need for ongoing learning and the importance education
- Ability to promote or put in place remedial programs, tutoring by staff, community individuals or organizations to work with students who lack basic skills in specific areas
- Promote and implement mentoring for high risk students
- Facilitate students move to other district programs
- Refer and coordinate with the Youth Assessment Center
- Attend in services, conferences and trainings that will increase knowledge base and abilities to best serve those students at risk of not completing their educational requirements / Dropping out of school
- Notify parents of a student's credit deficient status at the beginning of the school year (10th, 11th, and 12th) and at semester (9th, 10th, 11th, and 12th)
- Letters and phone calls to those students who have dropped out quarterly encouraging them to return to school and providing them with information on

JOB TITLE

JOB DESCRIPTION

district programs

- ESL population

QUALIFICATIONS

- 3 years (minimum) of teaching experience
- Valid Principal License or working on

ORGANIZATIONAL RELATIONSHIPS

- Reports to District Director of Discipline and Principal of assigned school
- Works directly with administration and staff of assigned school

WORKING CONDITIONS

- Work is performed in typical office environment
- Possible home visits

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

Work Year

185 days

Deputy Superintendent

**POSITION SUMMARY**

The Deputy Superintendent is the district's lead administrator for district operations and serves as a senior leader with the Superintendent to provide leadership for the district. Responsibilities include developing and implementing high-leverage academic and operations strategic initiatives with clear and thorough execution and monitoring connected systemic goals such as the major improvement strategies within the Unified District Improvement Plan. The Deputy Superintendent oversees fiscal and human resources strategy, capital improvements, and enrollment. The Deputy Superintendent directs the district's activities to comply with law, policy, and regulations to ensure the optimal use of district assets, resulting in positive student outcomes.

**ESSENTIAL DUTIES & RESPONSIBILITIES**

The following statements of essential functions and responsibilities describe the general nature and level of work performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on the district's immediate needs.

**STRATEGY DEVELOPMENT**

- Develop and implement strategic initiatives for high-leverage academics and operational outcomes.
- Provide input in developing policies and administrative guidelines for areas of responsibility and support the implementation of programmatic goals and objectives on a district-wide basis.
- Oversee strategy for the appropriate use of all fiscal resources.
- Oversee decisions on the district and school improvement plans.
- Oversee changes in policy and practice in Human Resources (HR).
- Provide oversight for facilities and capital improvement.
- Provide strategic leadership and support for district and building-level administrators in monitoring the implementation of the district initiatives.

**OPERATIONAL LEADERSHIP**

- Manage budgets, staff, and operational resources to maximize HR responsiveness.
- Lead the executive directors who manage the day-to-day functions of a specific area of responsibility.
- Ensure student progress is evaluated regularly and systematically, and the findings are used to make programs and operational services more effective.
- Develop training options and/or improvement plans to develop staff to ensure best practices and efficient and effective district operations.
- Collaborate on district and school accountability processes, including oversight on developing short- and long-term performance metrics and reports on student, school, and system performance.
- Ensure building-level administration effectively implements student-based budgeting.
- Ensure that due care is taken regarding student and staff rights.

**EXTERNAL RELATIONS**

- Promote a positive image that supports the vision and mission of the district.
- Assist with public relations and community partnerships.
- Attend all committee, regular, and special board meetings as requested by the Superintendent.
- Demonstrate skill in anticipating, managing, and resolving conflict with administrators, parents, teachers, staff, and the community.
- Demonstrate effective interpersonal skills in relating to and communicating with staff, school board, community, and media.
- Clearly communicate district needs and programs to parents and the

community and respond to their concerns promptly.

- Address, both formally and informally, complaints from parents, students, and staff as necessary.
- Reinforce and augment all duties and responsibilities through frequent campus visits and high visibility within the schools and community.

**OTHER**

- Perform other duties as assigned and/or those described in Board Policy, as may be amended from time to time.
- When needed, assumes duties and responsibilities of Superintendent (as designee).

**QUALIFICATIONS**

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

**EDUCATION & TRAINING**

- Bachelor's degree in education or related field. Master's degree required.
- Minimum of seven to ten years of combined experience in educational leadership and operational management required
- Experience in managing human resource functions for a K-12 system is preferred.
- Experience in leading strategy and utilization of district fiscal resources is preferred.
- School and district instructional leadership experience is preferred.

To succeed in this job, an individual must perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**KNOWLEDGE SKILLS & ABILITIES**

- Proven skills and knowledge to lead, supervise, manage, and develop high-functioning teams
- Experience in instructional, fiscal, and operational leadership
- Proven leadership skills in strategic planning, decision-making, and team-building
- Strong understanding of educational policies, laws, and regulations
- Ability to analyze data and make informed decisions based on evidence
- Excellent oral and written communication and interpersonal relations skills
- Ability to communicate effectively with various stakeholders
- Provide excellent customer service
- Demonstrated strong project management oversight and leadership
- Strong critical thinking and problem-solving skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Knowledge of human resources principles and practices as applied to the overall management of human resources services in a large public school system
- Knowledge of principles, practices, and methods of fiscal allocation aligned with district goals
- Knowledge of instructional strategy and leadership to ensure improved student outcomes
- Reads, analyzes, and interprets professional journals, state data, state standards, board policy, administrative procedures and forms, and governmental regulations and guidance.

**OTHER REQUIREMENTS**

- Criminal background check required for hire
- Valid Colorado driver's license required for hire

**OTHER WORK FACTORS**

The physical demands, work environment factors, and mental functions described herein are representative of those that must be met by an employee

JOB TITLE

JOB DESCRIPTION

to perform the essential functions of this job successfully.

**PHYSICAL DEMANDS**

While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 25 pounds.

**WORK ENVIRONMENT**

While performing the duties of this job, the employee will work primarily in a usual office or school environment. This job may be performed remotely if students cannot be physically present in school due to school or district decisions, external mandates or orders, or other school closures. Remote work is not otherwise considered a reasonable accommodation.

**MENTAL FUNCTIONS**

While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute, and negotiate.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Superintendent. Supervises Chiefs, Executive Directors, and Directors in operations.

**WORK YEAR**

260 days **FLSA STATUS**

Exempt

Deputy Superintendent, Personnel Support Services

**PERFORMANCE RESPONSIBILITIES**

The Deputy Superintendent of Personnel Support Services plans, coordinates and supervises the operations of the Personnel Support Services Division to include, grants, human resources, district performance evaluations, professional development, records management, volunteer services and the Education Support Professional (ESP) Council President. This position reports directly to the superintendent and assists with tasks necessary for the efficient operation of the District.

**ESSENTIAL JOB FUNCTIONS**

The deputy superintendent shall:

- Oversee the functions of the Personnel Support Services Division to include Human Resources for the school district, performance workforce management, recruitment, employee relations, legal, personnel research, unemployment, compensation, and retirement.
- Ensure all licensed personnel are highly qualified.
- Oversee the functions of Professional Development including but not limited to mandatory trainings, performance evaluations, and orientations for District staff.
- Provide input to Professional Development on training needs of instructional and non-instructional personnel.
- Oversee the functions of Records Management.
- Oversee policies to include reviewing on a regular and consistent basis to ensure all are current and aligned with district goals.
- Oversee the functions of the Grants Department.
- Oversee the District's performance evaluation process to ensure all staff members in the district are evaluated annually.
- Oversee the functions of Volunteer Services.
- Assist the superintendent in recommending employment of administrators for the district.
- Support the superintendent in the continuous review and revision of operational goals and objective and efforts to measure progress toward their attainment.
- Coordinates with district's legal counsel on personnel matters as required.
- Report periodically to the superintendent the problems, conditions and needs of the Personnel Support Services Division.
- Maintain a close working relationship with District administrators to ensure information exchange and the coordination of efforts for effective school operations.
- Evaluate annually the performance of assigned staff and make appropriate personnel recommendations.
- Facilitate solutions to issues impacting multiple departments.
- Assist in preparation and administration of the budget for personnel support services.
- Assist in the development, implementation, and evaluation of leadership development training programs.
- Hear and act on appeals concerning parents, students, or staff complaints and problems for assigned areas.
- Establish and maintain effective working relationships with community and state agencies, area businesses, industries and other organizations.
- Organize and/or chair various committees as needed.
- Review and interpret laws, regulations, statutes, rules and policies affecting assigned departments.
- Respond to inquiries for interpretations from division staff on matters not clearly covered by regulations, policies, or legislation.
- Participate in Interest-Based Bargaining (IBB) with CSEA and facilitate IBB meetings as needed.

JOB TITLE

JOB DESCRIPTION

- Facilitate Meet and Confer sessions with Executive Professionals and Education Support Professionals.
- Attend and participate, as appropriate, in all regular meetings of the district school board and executive board.
- In the absence of the Superintendent, effectively assume these duties and responsibilities.

**OTHER DUTIES**

- Perform related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of multiple professional disciplines.
- Ability to integrate information from many diverse areas.
- Ability to provide leadership to the District in the areas of Human Resources, Grants, Professional Development, Performance Evaluations, Records Management and Volunteer Services.
- Ability to lead the work of teams, committees and work groups.
- Ability to communicate effectively orally and in writing.
- Ability to work cooperatively and respectfully with others.
- Ability to keep abreast of developments in the field.

**QUALIFICATIONS**

- An earned Master's Degree is required; doctorate and district level administrative experience preferred.
- At least eight years of successful experience in teaching, administrative and/or supervisory fields.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Superintendent of Schools. Supervises executive management and other staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Differentiation Coach

SUMMARY OF FUNCTIONS

The primary purpose is to help teacher's differentiate their instruction through training, modeling, observation, consulting and examining data.

ESSENTIAL JOB FUNCTIONS

- Provides differentiation training for teachers
- Observes and provides feedback to teachers in classrooms
- Responsible for evaluating the frequency and quality of instructional differentiation strategies
- Consults and models differentiation strategies in classrooms
- Assists teachers in examining and analyzing data to determine appropriate differentiation strategies
- Assists in creating the district GT music identification process for secondary schools
- Assists in the public relations component of the gifted music identification process
- Facilitates and identifies the service options for identified gifted music students
- Writes Advanced Learning Plans (ALPs) for identified gifted music students
- Participates in PLCs with other district coaches

OTHER DUTIES

- as assigned to support mentoring/coaching

KNOWLEDGE, ABILITIES AND SKILLS

- Taken courses in differentiation and possess deep understanding of differentiation instructional strategies
- Taken courses in gifted education
- Possesses deep understanding of music and differentiation for gifted music students
- Supports teachers with coaching, mentoring, consulting and modeling differentiation instructional strategies
- Ability to examine and analyze data to determine appropriate differentiation strategies
- Willing to learn more about consulting, modeling and coaching in an instructional setting

QUALIFICATIONS

- 5-7 years teaching experience
- Master's degree with current Colorado Professional Licensure
- Experience in assessment practices: analyzing, diagnosing, and translating the data to instruction/differentiation
- Successful experience working with adults in the area of coaching professional training

ORGANIZATIONAL RELATIONSHIPS:

The differentiation coach is evaluated by the Director of Professional Development with input from the Gifted and Talented Facilitator

WORKING CONDITIONS

- The work is performed in a typical school or office environment
- Flexibility in daily work schedule is required

Digital & Library Technical Services  
Manager

**SUMMARY OF FUNCTION**

Under the direction of the Director of Learning Resource Services/Instructional Technology, the Digital and Library Technical Services Manager is responsible for the operation and management of LRS digital and Library Technical Services, and administers the district Follett Destiny Media Management System. This includes, but is not limited to, cataloging, and processing library media resources utilizing Dewey and Library of Congress systems. Provides primary training and customer support for LRS and school staff utilizing Destiny Library and Textbook Management Systems, including instruction and support of inventory processes. Collaborates with Instructional and Procurement to procure, process, and district instructional textbooks and resources. Serves as backup systems administrator and district wide tech support for LRS provided e-resources, including but not limited to Discovery Education Streaming, Britannica Encyclopedia, PebbleGo, EBSCO, eBooks and other electronic resources. Assists with organization and facilitation of all LTE/LTT monthly meetings and trainings, including first and second year LTEs. Coaches library staff to integrate library and technology resources into student learning. Assists library staff in selection and retention of materials. Trains and supervises LRS/IT ESP staff to support job functions.

**ESSENTIAL JOB FUNCTIONS**

- Assists with organization and facilitation of all LTE/LTT monthly meetings and trainings, including specific yearlong trainings for newest year LTEs. Provides specific training on resources.
- Serves as backup systems administrator and district wide tech support for LRS provided e-resources, including but not limited to Discovery Education Streaming, Britannica Encyclopedia, PebbleGo, EBSCO and other electronic resources.
- Serves as the primary systems administrator for the Follett Destiny Media Management System and Follett Destiny Library and Textbooks Systems, and is primary contact with Follett Technical Support.
- Trains and supports school based library staff on use of electronic media programs including Destiny software, electronic databases and streaming services, and e and audio materials
- Provides training to school staff as requested on digital resources
- Provides training and support to school-based library staff performing Destiny related tasks
- Provides training and coaching to district level staff
- Provide professional growth time and opportunity for LTEs to build leadership capacity
- Help to create and implement professional development opportunities, online and face-to-face, for LTEs and school-based staff that includes electronic tools, technology equipment/software, and lesson integration
- Participate in the selection, implementation, and professional development related to the use of instructional/learning systems
- Works in conjunction with IT and database vendor tech support to troubleshoot and correct problems
- Catalogs and classifies library, textbook, supplemental textbooks, and e-resources for D11 collections utilizing MARC format, AACR2/RDA and LCSH into Library, Textbook and Resource Manager. Provides end user training and support on the use of these resources
- Coordinates with library book and media vendors to establish and maintain cataloging and processing specifications for school purchased library materials
- Work with LTEs/LTTs regarding resource evaluation, selection, acquisition, organization and retention
- Provides statistical data to school library staff to assist with collection development and to assist with library and textbook inventories and resource

evaluation. Provides school staff with in person help as needed

- Assists and facilitates inter-district resource sharing
- The DLTSM is also responsible for the integration of textbooks into the Destiny Textbook management system, as well as importing records or creating original records for all new textbooks. The DLTSM provides services and training for all schools in D11 regarding all textbook inventory and processing.
- Collaborates with other departments, including ICSS and Procurement for the purposes of textbook purchase/vendor services, and for systematically getting new materials into schools ready for check out.
- Imports records and tracks distribution of textbooks purchased at the district and building level.
- Works in conjunction with LTE Facilitator and Director of Learning Resource Services, school principals and LTEs to plan, implement, evaluate, and maintain quality library technology programs
- Team with district and school staff to support LTEs as instructional leaders in their building
- Attend and participate in LRS, IT division, central office and district level staff meetings
- Works with the Director of Learning Resource Services and other LRS staff to develop LRS and department goals that align with IT/ICSS/D11 goals
- Communicates with LRS, IT/ICSS, other D11 and outside personnel (librarians, vendors, etc.) in support of special projects
- Communicate regularly with school-based library technology staff and appropriate district-level staff
- DTLSM supervises, trains and evaluates staff of ESP to support the above functions
- Upholds all District policies and reviews and carries out policies related to library technology, including IJL, IJNC, EGAD and EHC and implements regulations and procedures related to library technology services. Carries out policy related to Instructional Approval (IJ).
- 

• **OTHER DUTIES**

- Performs other duties as assigned
- 

• **KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrated competence in library management, automation, and classification and cataloging.
- Ability to foster and manage change.
- Demonstrated skill in organizational, human relations, oral and written communication skills.
- Ability to work cooperatively with others, individually or in teams.
- Ability to keep abreast of developments in the field.
- Ability to understand and function effectively in a school district environment.
- Demonstrated high tolerance for ambiguity.
- Knowledge of D11 policies and procedures in job related areas.
- Demonstrated competence in developing, coordinating and presenting staff development activities that support technology application and use.

**QUALIFICATIONS**

- Master's Degree in Library Science (MLS) degree or other related degree
- Two years' experience in library media.
- Experience in library management/automation preferred.

Experience in classification/cataloging preferred.

**ORGANIZATIONAL RELATIONSHIPS**

JOB TITLE

JOB DESCRIPTION

- Reports to, and is evaluated by, the Director of Learning Resource Services
- Supervises LRS Library Technical Services staff

**WORKING CONDITIONS**

The work performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary, with periods of physical activity requiring walking, standing, lifting and carrying up to 50 pounds. Require workers to bend, reach, hold, grasp and turn objects; use fingers to operate computer keyboard, identify colors; and feel the shape, size and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Digital Copier Operator

**SUMMARY OF FUNCTION:**

Position has the responsibility of producing job requests received from customers in hard copy and electronic format, ensuring fast, accurate turnaround on all job requests. Simultaneously operates 2 digital copier/printers and billing software to produce customer invoices. Ability to interface with customers on a daily basis; understand the process of copying and bindery for necessary job completion, and make decisions pertaining to varying production delivery dates. Ability to handle a continuously high volume of work. Accuracy and timelines are critical.

**ESSENTIAL JOB FUNCTIONS**

- Operates the digital copier/printers and peripherals for file manipulation, scanning, and various related requirements.
- 
- Ability to understand and operate the Adobe and Microsoft Office software, and make decisions to effectively set up documents for production.
- 
- Ability to understand and accurately utilize PrintSmith business management software to create customer Invoices simultaneously to production of product.
- 
- Follows job request specifications to ensure timeliness and cost effectiveness. Makes decisions independently.
- 
- Discusses with customers their needs, and performs tasks completely from start to finish in the copy center area.
- 
- Assures machines are clean and in top working order, performs minor maintenance on a regular basis to assure optimum productivity.
- 
- Maintains inventory on paper stock in copy center and electronically reorders when quantity is needed via email and PeopleSoft Financial.
- 
- Utilizes the computer for email, scanning, and file transfer to the digital device.
- 
- Prepares daily shipping and delivery manifests to assure timely delivery of requested orders to the customer.
- 
- Works closely with the main facility to assure customer requirements are met, assists the team in establishing and meeting goals for continuous improvement.
- 
- **OTHER DUTIES**
- 
- Performs related duties as assigned.
- 
- **KNOWLEDGES, ABILITIES AND SKILLS**
- 
- Good working knowledge of personal computers and Microsoft Office software
- 
- Some basic mechanical aptitude.

- 
- **Good attention to detail and follow-up skills important.**
- 
- **Good communication and teamwork skills.**
- 
- **Ability to deal well with repetitive tasks and exceed customer expectations.**
- 
- **QUALIFICATIONS**
- 
- **High School diploma or equivalent.**
- **Two years experience in an in-plant/commercial printing environment.**
- 
- **ORGANIZATIONAL RELATIONSHIPS**
- 
- **Reports to site Principal/Assistant Principal and main facility Production Supervisor.**
- 
- **WORKING CONDITIONS**
- 
- **The work is performed at the school site in the copy center.**
- 
- **PHYSICAL DEMANDS**
- 
- **The work is mostly standing while operating copy equipment. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.**
- 
- **FLSA STATUS**
- 
- **Nonexempt.**
-

Digital Pre-Press Technician

**SUMMARY OF FUNCTION**

Responsible for all prepress, computer typesetting, electronic design and direct-to-plate functions, to include importing/exporting and manipulating client-provided electronic files. Provides digital design and graphics skills to enhance workflow efficiencies. Utilizes cutting-edge technology to assure timely throughput, supporting the department's digital printers and multi-color offset presses. Focuses on meeting or exceeding customer expectations.

**ESSENTIAL JOB FUNCTIONS**

- Perform digital prepress functions to include importing and exporting customer files in multiple formats; design brochures, logos, letterheads, envelopes, certificates, and posters; review and modify print color, fonts and graphics for quality and format utilizing software such as Adobe Photoshop, Illustrator, InDesign, Quark, PitStop Professional, Word, Excel, Publisher, FrontPage, Access, and Outlook
- Operate, adjust and maintain a variety of prepress equipment to include digital plate setter, wide format printer, Harlequin RIP, and related equipment to support the production of output for close registered printed materials; participate in evaluating methods for improving production, performance, and quality of work
- Recommend changes in work processes to increase efficiency; examine job orders for accuracy and to verify customer requirements are met; provide production and technical communication, guidance, and instruction as necessary; work with department management to design or revise forms and other printed material; coordinate activities with department staff to achieve best graphic results
- Prepare and maintain production records; take inventory of and order prepress supplies; understand computerized management system; be able to amend job tickets or prepare price quotes as necessary; answer telephone and email inquiries in a very timely fashion
- Establish and meet goals for continuous improvement

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- A working knowledge of printing capabilities and limitations as related to graphic designing, ink coverage, ghosting, screening, reverse type, trapping, 4-color process, spot color, paper selections, and registration requirements
- Ability to perceive normal color spectrum
- Ability to maintain confidentiality in all aspects of the job, manages multiple tasks with frequent interruptions, and manages multiple priorities to meet customer deadlines
- Ability to communicate in both oral and written forms; interact and work effectively and cooperatively with team and customers; promote and follow department procedures
- Critical thinking and problem solving skills

**QUALIFICATIONS**

- High School diploma or equivalent
- Three years experience in commercial/in-plant digital prepress, graphic design, typography, page layout, digital printing and offset production, and finishing methods

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Production Supervisor.

**WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

The work is performed in a commercial printing environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in a commercial printing environment. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb ladders; bend, kneel and crouch; reach, hold grasp and turn objects; feel the texture of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

Digital Press Operator

**SUMMARY OF FUNCTION:**

Operates the department's black and white and color digital presses by manipulating and transferring electronic files for printing and finishing a high volume of client job requests. Understands the entire copying, printing and binding process necessary for fast turnaround, highest quality job completion. Makes production decisions to assure accuracy and timeliness of product that meets or exceeds customer requirements and expectations.

**ESSENTIAL JOB FUNCTIONS**

- Operates the department's digital presses employing an extensive knowledge of Fiery and Creo software for file manipulation, scanning, and various capabilities; Understands overall operation of related servers and file structures; Transfers files to the Command Workstation and programs documents for effective production; Follows job ticket specifications to ensure timeliness and cost effectiveness, performing tasks completely from start to finish in the copy center area; Assures machines are clean and in top working order; Performs minor maintenance on a regular basis to achieve optimum capacity; Maintains inventory of production related paper and supplies
- Monitors workflow to ensure all jobs meet specifications and are completed ahead of schedule or within the scheduled timeframe; Works closely with functional Lead Operator to guide file formats needed for the on-line production, and overall schedule and requirements for large projects; Manages electronic file structures to archive and output documents
- Enters and/or updates jobs utilizing the computerized management system for billing purposes as necessary
- Establishes and meets goals for continuous improvement

**OTHER DUTIES**

- Completes special projects and performs other duties as assigned, to include, but not limited to bindery and mailroom functions.

**KNOWLEDGES, ABILITIES AND SKILLS**

- Some basic mechanical aptitude.
- 
- Good attention to detail and follow-up skills important.
- 
- Communication and teamwork skills.
- 
- Ability to deal well with repetitive tasks.
- 
- Windows/PC skills

**QUALIFICATIONS**

- High School diploma or equivalent
- Minimum 3 years experience on digital printers/copiers in an in-plant/commercial printing environment

JOB TITLE

JOB DESCRIPTION

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Lead Operator

**WORKING CONDITIONS**

The work is performed in a commercial printing environment

**PHYSICAL DEMANDS**

The work is mostly standing while operating copy equipment. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

**JOB TITLE****JOB DESCRIPTION**

Dir of Communications & Community Relations & PIO

**SUMMARY OF FUNCTION**

Responsible for managing and directing the District's internal and external communications and engagement efforts that promote a climate of understanding, collaboration and support among staff and community. This includes overseeing the content delivered by the Communications Department, and ensuring brand message is consistent, timely and relevant to maintaining an effective inter-school and school-community network of communications programs and services that support goals for school success and community engagement.

**ESSENTIAL JOB FUNCTIONS**

- Serve on Superintendent's Staff as communications strategic advisor
- Oversee the development and implementation of communication plan strategies, media events procedures, and staff and community engagement campaigns and initiatives.
- Assist administration in communicating public opinion and district policies to professional employees within the District through writing letters and speeches, public speaking, and media, community and staff relations.
- Execute media relations strategies and tactics from identification of media pitching opportunities to media briefing, to managing an editorial calendar of story opportunities; drive day-to-day media relations strategies and tactics, including specific news releases, research news, events and media requests.
- Maintain organizational reputation management strategies and tactics and counsel district and school leaders on best practices on reputational management.
- Refine core messaging and branding to ensure organizational consistency in all aspects of communication including development, organization and education.
- Coordinate the writing, editing, and publication of regular internal and external communication pieces including website and blog content, e-newsletter content, social media content, videos and messaging for district-wide initiatives
- Research, write, design and produce special publications, advertisements and marketing pieces
- Write for outside publications, including local business e-newsletters and blogs, local, state and national publications
- Produce annual report
- Facilitate, develop messaging, and oversee the D11 school PR liaison program
- Attend school, community and civic meetings on behalf of D11 to hear community concerns, provide information about community engagement and advocate for the District.
- Plan, administer, manage and post district social media campaigns.
- Serve as communications liaison to community organizations and district committees and as district representative to community boards, committees, task forces and community events
- Supervise the Communications and Community Relations Department
- Maintain Key Communicators list and provide information to key communicators
- Monitor education-related newspaper articles, radio, television and social media coverage and other local, state and national media
- Provide support for presentations made by Superintendent
- Lead Communications Team to collaborate on all needed district communications
- Supervise audits and evaluation of communication functions
- Budget management for Communications & Community Relations and Corporate Partnership Program
- Help plan and facilitate District activities and events, as needed
- Support functions of District divisions and departments, as needed

JOB TITLE

JOB DESCRIPTION

- Facilitate Good Things at Board of Education meetings
- Handle staff/parent/community complaints coming through the superintendent’s office
- Provide training for all staff on effective communication, customer service, marketing, social media, crisis communication and other related needs

**OTHER DUTIES**

- Perform related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Possess excellent written and verbal communication skills
- Has ability to use standard office equipment, hardware and software
- Has photography/videography experience
- Demonstrate proofreading skills, attention to detail and ability to meet deadlines
- Posses knowledge and skills related to social media for business
- Possess ability to function within a flexible schedule
- Draw on strength of individuals as well as key advisors
- Demonstrate ability to work cooperatively with a diverse group of people
- Maintain positive relationships with District 11 school board, administration, school staffs, students, parents and community at large
- Possess ongoing working knowledge of District 11’s multiple programs and services
- Has experience in and knowledge of the Colorado Springs community

**QUALIFICATIONS**

- Bachelor degree in public relations or related field
- Minimum two years’ experience, preferably in field of education and/or communications

**ORGANIZATIONAL RELATIONSHIPS**

This position reports to the Superintendent.

**WORKING CONDITIONS**

The work is performed in a typical office environment, at school sites and in the community, as required.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK YEAR:**

260 days

Director - Learning Resource Services (LRS/IT)

**SUMMARY OF FUNCTION**

Under the direction of the Assistant Superintendent/Chief Information Officer, the Director of Learning Resource Services/Instructional Technology administers and manages the department of Learning Resource Services/Instructional Technology including the Library Technology Program, Library Technical Services/e-Resources, Professional Resource Center, Software Licensing, and Assessment Technology. S/he provides program development, leadership, and support to develop and enhance an effective a school library technology program district wide K-12. S/he upholds library and technology policies and procedures consistent with district vision, mission, goals, and Board of Education policies.

**ESSENTIAL JOB FUNCTIONS**

Collaboratively plans and determines Learning Resource Services/Instructional Technology (LRS/IT) program goals in order to provide an effective school library technology program district wide K-12.

Directs LRS/IT staff to support school staff in order to meet library technology needs through approved processes and quality customer service.

Collaboratively establishes funding priorities for LRS/IT expenditures and allocates funds accordingly for library technology program district-wide including oversight of LTE and LTT salaries, and the provision of library research online databases, a library automation system, and other library technology software as needed in the LRS/IT budget.

Collaborates with Technology Services departments for identification of problems and resolutions.

Communicates accurate and timely information to support decision making at the school and district level.

Collaborates with other district divisions/departments and schools to improve processes and instructional practices related to library technology.

Upholds all District policies, and reviews and carries out policies related to library technology including DID (General Fixed Assets - Inventories), EGAD (Copyright Compliance), EHC (Technology Resources and Internet Safety), IJL (Library Media Selection), IJNC (School Library Technology Programs); and implements regulations and procedures related to library technology services. Performs supervisory responsibilities and evaluation responsibilities of all LRS/IT staff.

Serves as liaison with national and state library associations and the Division of Instruction, Curriculum and Student Services.

Ensures that accurate inventories of LRS/IT department technology and inventories of school based technology, library resources, and textbooks are kept in order to safeguard District Assets.

Collaboratively reviews and updates D11's Technology Plan.

Collaboratively provides professional development related to instructional technology for D11 staff.

Directs, leads, coaches, and supports school Library Technology Educators (LTEs) and Library Technology Technicians (LTTs) in order to provide an effective school library technology program district wide K-12.

Collaboratively works with principals to pre-interview and interview LTE and LTT candidates to ensure each has the job skills needed for the position, then moves forward skilled candidates to interview in schools with open LTE and LTT positions.

Collaboratively plans and delivers professional development for LTEs and LTTs including monthly LTE and LTT meetings, trainings for new LTEs and LTTs, and LTE and LTT committees.

Supports technology processes in school to support LTEs and LTTs to prepare technology and provide technical support to meet specifications for standardized online assessments as needed multiple testing windows during the school year.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Advanced knowledge and training in all phases of school librarianship and instructional technology
- Demonstrated knowledge, competences, and research skills in all aspects of current and emerging information literacy and instructional technology
- Demonstrated skills in articulating a comprehensive information literacy and instructional technology vision to various education and community constituencies
- Working knowledge of library automation systems
- Demonstrated ability to provide visionary leadership in restructuring initiatives that support increased student achievement for learning
- Knowledge of subject areas, curriculum and alignment, standards based education and performance assessment
- Demonstrated ability to provide leadership for professional development and the attainment of the District Strategic Plan Goals
- Ability to lead and motivate personnel
- Demonstrated oral and communications skills
- Good organizational and management skills

**QUALIFICATIONS**

- Eligible for Colorado Provisional or Professional School Principal License
- Eligible for Colorado Provisional or Professional Teacher License with Teacher Librarian and/or Instructional Technology endorsement
- Master's degree in education or education related field
- Desired experience: 3 years administrative experience, 3 years as a practicing school librarian, 3 years teaching experience

**ORGANIZATIONAL RELATIONSHIPS**

- The Director of Learning Resource Services/Instructional Technology reports to and is evaluated by the Assistant Superintendent/Chief Information Officer of Information Technology.
- The Director of Learning Resource Services/Instructional Technology works in collaboration with building principals to oversee performance of school based Library Technology Educators and Library Technology Technicians.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Director Equal Opportunity Programs & Ombudservice

**SUMMARY OF FUNCTION**

Serves as the organizational ombudsman and trusted agent. Skilled in Alternative Dispute Resolution (ADR) techniques working to resolve disputes, investigating complaints, mediating settlements between aggrieved parties and providing conflict reduction training as appropriate. Provides sound advice to staff on effective management and leadership techniques. Serves as the Nondiscrimination Compliance Coordinator for Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act (ADA) of 1990; and other Equal Opportunity Programs such as: Title VI & VII of the Civil Rights Act of 1964; the Age Discrimination in Employment Act (ADEA) of 1967; and Title IX of the Education Amendments Act of 1972. Consistent with Board policies and regulations, addresses or investigates, in coordination with other divisions or departments of the District, and reports of violations of law or violations of Board policies or regulations, such as complaints and reports of theft, fraud, abuse, or injury to health, safety or welfare of students, staff and others.

**ESSENTIAL JOB FUNCTIONS**

- Develops and implements the District's Equal Opportunity Program by monitoring and disseminating information on nondiscrimination policies and regulations.
- Remains consistent with Board policies and regulations, assists in developing and implementing reporting protocols for violations of law and violations of Board policies and regulations.
- Develops and provides training to staff and employees on conflict resolution techniques; the principles of supervision and management; employee relations; and discrimination issues such as prevention of sexual, racial, ethnic, religious and other forms of harassment.
- Provides confidential information to the Chief of Personnel Support Services on systemic issues that do not promote organizational efficiencies and equality of opportunity.
- Investigates complaints of discrimination, provides for conciliation and mediation where appropriate.
- Develops and implements program evaluation techniques and procedures for human resources professionals, managers, supervisors and others in the discharge of the Board's nondiscrimination policies.
- Visits all organizational elements to conduct climate surveys.
- In conjunction with other divisions joins in outreach activities that foster community relations by participating in local community-based organizations.
- Communicates effectively with staff and diverse community groups.
- Serves as the 504 coordinator for the District.
- Serves as the ADA coordinator for the District.
- Serves as the Title IX coordinator for the District.
- Supervises the District Language Coordinators that assist with interpretation and translation in the District.

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**OTHER DUTIES**

Performs related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of equal opportunity programs and the laws, rules and regulations pertaining thereto.
- Knowledge of effective methods and techniques of dispute resolution.
- Ability to provide leadership to the District in equal opportunity matters.
- Ability to develop and implement effective equal opportunity programs and activities.

JOB TITLE

JOB DESCRIPTION

- Ability to investigate complaints, establish facts and render sound decisions.
- Ability to prepare written reports, conduct training and make presentations.
- Ability to perform skilled data analysis, use database software, and prepare budgets.
- Ability to monitor administrative activities related to personnel matters for fairness, consistency, integrity and in such a manner that the respect of all participants is obtained and maintained.

**QUALIFICATIONS**

- Bachelor's degree in a relevant field; master's degree in human relations or human services field preferred.
- Four years of experience as a manager or investigator in equal opportunity and civil rights.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Chief of Personnel Support Services

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Day

Director Human Resources Operations

**SUMMARY OF FUNCTION**

Administers and directs the human resources functions for all employees at schools and departments. Is a supportive participant of Human Resources executive team striving toward excellence in customer service.

**ESSENTIAL JOB FUNCTIONS**

- Provides excellence in customer service in all areas including 24 hour responses to emails, contacts, phone messages, etc.
- Insures all paperwork and data entry are done accurately and in a timely manner
- Interprets district policies and counsels and communicates policies to staff at schools/departments
- Counsels employees and supervisors regarding staff conflict, employee grievances and complaints, and related issues
- Hears all grievances and reviews for all staff
- Develops and monitors employee programs to encourage employee satisfaction and productivity for employees. Assists staff development in determining training needs
- Monitors the discipline procedures
- Oversees the employee performance and evaluation processes and reviews evaluations
- Provides training and ongoing information in the process and guidelines of evaluations to supervisors
- Provides data from evaluation to Professional Development for training implications
- Chairs the Performance Advisory School District Personnel Performance Evaluation Council meeting no less than four times during the School Year
- Oversees related documentation record keeping and correspondence for personnel functions
- Oversees all employees' leave and document and communicate as appropriate
- Represents the Human Resources Department to various internal committees and work groups and outside agencies
- Oversees all substitute/guest staff processes, procedures, and issues
- Represents Human Resources Department at accommodations meetings
- Responsible for management of all personnel files and other required paperwork to be in compliance with federal, state and district policies
- Supervises and evaluates all educational support personnel and executive professionals who are direct reports
- Reviews and updates all Board of Education Personnel Policies following District processes
- Coordinates Worker's compensation placements and attends unemployment compensation hearings
- Conducts discipline hearings and makes recommendations for termination and non-renewals for licensed employees
- Assists in staff development in determining training needs
- Directs, manages and advises employees by counseling employees and supervisors regarding staff conflict, employee grievances and complaints and related issues.
- Attends Board of Education Meetings
- Participates in negotiations as requested
- Willing to work with all employees

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of human resources principles and practices

JOB TITLE

JOB DESCRIPTION

- Knowledge of applicable laws, rules, and regulations governing human resources management activities
- Ability to implement and manage an effective human resources program for licensed, executive, professional, and education support professional staff
- Ability to perform sound human resources analysis and take or recommend appropriate actions regarding human resources matters
- Ability to communicate effectively, with all levels in the organizations as well as the community
- Ability to work cooperatively with others

QUALIFICATIONS

- Master’s degree or equivalent in personnel administration or related field preferred
- Six years of personnel management experience

ORGANIZATIONAL RELATIONSHIPS

- Reports to Executive Director of Human Resources
- Supervises support staff

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

WORK YEAR

260 Days

FLSA STATUS

Exempt

Director K-12 Athletics, Student Activities & P.E.

### **SUMMARY OF FUNCTION**

The position is responsible for the visionary leadership, strategic direction, and oversight of the District's comprehensive athletic programs, Student Activities, and K-12 Physical Education (PE) initiatives. This role includes aligning athletic and physical education objectives with the District's broader educational goals, ensuring that all programs foster student development, engagement, and achievement.

Key responsibilities include:

1. **Leadership & Strategic Oversight:** Provide leadership to school and district administrators, staff, and stakeholders to develop and sustain effective athletic and student activity programs, ensuring they align with district-wide educational outcomes. Champion the creation and maintenance of a motivating environment that fosters a culture of athletic excellence, personal growth, and sportsmanship at all grade levels.

2.

3.

4. **Program Development & Culture Building:** Guide the recruitment, training, and ongoing professional development of athletic staff, while emphasizing performance standards, ethical behavior, and professionalism. Foster a culture that values sportsmanship, collaboration, and excellence in all aspects of athletic participation.

5.

6.

7. **Systemic Instructional Support:** Lead and facilitate professional learning opportunities and provide district-wide resources that enhance Physical Education (PE) and Health instruction from K-12. Ensure that PE programs are standards-based and integrated effectively within the broader curriculum to maximize student engagement and well-being.

8.

9.

10. **Collaboration & Community Engagement:** Actively collaborate with school leaders, students, and parents to cultivate strong community partnerships and reinforce the value of extracurricular activities as key components of student development.

By strategically guiding these areas, this role contributes significantly to shaping a well-rounded, dynamic educational experience that enhances student achievement, fosters physical and emotional wellness, and supports lifelong habits of healthy living.

### **ESSENTIAL JOB FUNCTIONS**

- Consults systematically with communities, administrators, faculty sponsors of student athletics and students in middle and high schools in order to help each school develop and maintain an effective program of student athletics.
- Develops and administers eligibility standards for student participation, including support systems at each school
- Monitors safety and risk management issues in order to provide proactive solutions
- Develops and communicates guidelines and procedures for MS and HS Athletics and K-12 Physical Education (PE) programs to ensure compliance with District policy and procedure.
- Develop and facilitate Athletic Director and Coaches training as needed
- Coordinates Elementary and Middle School Sports Challenge (intramural) programs including the cross country season and Ron Hein Track Meet
- Coordinates all activities with middle school and high school principals, building athletic directors and head coaches
- Assist Athletic Directors and Building Administrators in enforcing Athletic Policies and Procedures at the school level
- Assist Athletic Directors and Building Administrators in filling coaching

vacancies.

- Responsible for state certification of all non-staff coaches
- Ensures execution of guidelines and procedures with building athletic directors
- Develops and monitors athletic and PE budgets and sets priorities for spending, including internal athletic allocations and maintenance and repair of athletic facilities/equipment
- Approves equipment purchases and monitors expenditures for tournaments and related events.
- Identifies placement for home-school, out of district and private school athletes.
- Organizes and communicates responsibilities to all on-site support personnel including police, announcers, guards, timers etc.
- Represents the district at league and state athletic meetings
- Coordinates state championship athletic contests sponsored by the District in conjunction with the Colorado State High School Activities Association (CSHSAA)
- Represents the districts athletic and PE concerns to the Superintendent and Administration of the district
- Creates and maintains partnerships within the community
- Helps ensure Title IX compliance, specifically with regard to the athletic program

#### **OTHER DUTIES**

- Performs related duties as assigned

#### **KNOWLEDGE, SKILLS AND ABILITY**

- Knowledge of Interscholastic athletics programs, including facilities requirements; rules and regulations governing athletics programs and student eligibility requirements
- Experience in analyzing data, and using this data to for process and program improvements and to inform strategy
- Outstanding facilitation and communication skills, including ability to inspire others
- Strong interpersonal, coaching and leadership skills, including the ability to lead a high-performing team
- Ability to plan and direct an effective athletics and student activities programs for the District
- Strong interpersonal skills and ability to work with individuals at all different levels in the organization
- Self-starter/leader who can anticipate department needs in a proactive (versus, reactive) manner
- Ability to develop, plan, and implement short and long-range goals, establish priorities, and organize resources
- Strategic planning and organizational development knowledge and skills
- Knowledge of Physical Education and Health Colorado Academic Standards, as well as, research based strategies for alignment of assessments, interventions, differentiated instruction, varied instructional materials, and reporting systems
- Ability to provide training and coaching for teachers, PK-12, in effective instructional strategies for Physical Education contents and processes

#### **QUALIFICATIONS**

- Bachelor's Degree in education or related field required
- Master's degree in education or related field preferred
- Requires Colorado Department of Education Professional Principal or

JOB TITLE

JOB DESCRIPTION

Administrator's License

- Five + years of experience in athletics and/or athletic program administration that includes experience as a head coach

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Chief of Operations

**WORKING CONDITIONS**

The work is performed in a typical office environment and at school athletic facilities

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

## JOB TITLE

## JOB DESCRIPTION

Director of AMP Pathways & Personalized Learning

## SUMMARY OF FUNCTION

The Director of AMP Pathways & Personalized Learning is responsible for leading the implementation of the Academic Master Plan (AMP) within the district, with a focus on developing pathways and personalized learning opportunities for students. This role involves collaborating with the Executive Director providing strategic direction, guidance, and support to schools in aligning curriculum, instruction, and resources with the goals of the AMP. Additionally, the director will collaborate with stakeholders to ensure that every student has access to quality neighborhood schools and a diverse array of pathways and programs, fostering engagement and preparing students for success in college, career, and beyond.

## ESSENTIAL JOB FUNCTIONS

- **AMP Implementation:** Assist the Executive Director in leading the implementation of the Academic Master Plan (AMP) across the district, ensuring alignment with district goals and priorities. Develop action plans and strategies to achieve AMP goals and objectives.
- **Pathway Development:** Collaborate with schools and community partners to create and expand pathways and programs in arts, experiential learning, STEM (Science, Technology, Engineering, and Mathematics), specialized programming, and language areas, providing students with diverse opportunities for exploration and engagement.
- **Personalized Learning:** Promote personalized learning initiatives that meet the unique needs and interests of students, fostering a culture of student agency, self-directed learning, and academic excellence.
- **Quality Neighborhood Schools:** Support the development of quality neighborhood schools, ensuring that every student has access to equitable educational opportunities and resources.
- **Stakeholder Engagement:** Collaborate with parents, students, educators, community members, and district leadership to build support for the AMP and engage stakeholders in its implementation. Communicate regularly with stakeholders to gather feedback and make adjustments as needed.
- **Curriculum Development:** Collaborate with Facilitators, TOSAs, and instructional staff to identify criteria and purchase comprehensive curricula that align with the Academic Master Plan (AMP) goals and provide students with diverse learning opportunities in arts, experiential learning, STEM, specialized programming, and language areas that meet the diverse needs of students at all grade levels. Assist the Executive Director with the Request for Proposal (RFP) processes for curriculum materials and resources, ensuring alignment with district standards and priorities.
- **Instructional Leadership:** Provide ongoing support and professional development opportunities for teachers to enhance their instructional practices, promote student engagement, and align teaching strategies with personalized learning approaches that prioritizing areas of need and align to district MIS work.
- **Resource Management:** Assist with program budgets, resources, including textbooks, instructional materials, and technology tools/equipment, to support effective teaching and learning, ensuring alignment with district priorities and AMP goals.
- **Professional Learning Communities:** Collaborate and direct facilitators and TOSA to engage in and facilitate professional learning communities (PLCs) to promote collaboration, share best practices tailoring PD offerings to address district-prioritized MIS work and individual school needs. Help to build and facilitate a culture of professional learning and reflection amongst teachers that encourages ongoing professional development tailored to their specific content areas and instructional needs.
- **Compliance and Accountability:** Collaborate with Executive Director to

JOB TITLE

JOB DESCRIPTION

ensure compliance with state standards, district policies, and legal requirements related to curriculum and instruction. Maintain accountability for student achievement and progress in elective courses, while also aligning efforts with the overarching goals of the AMP.

OTHER DUTIES

Other duties as assigned.

KNOWLEDGE, ABILITIES AND SKILLS

- Strong understanding of curriculum development, instructional strategies, and personalized learning approaches.
- Excellent leadership, communication, and interpersonal skills.
- Ability to develop and implement strategic plans, set goals, and monitor progress towards achieving them.
- Experience in program development, partnership building, and stakeholder engagement.
- Knowledge of educational trends, research, and best practices related to pathways, personalized learning, and college and career readiness.
- Capacity to build collaborative relationships with diverse stakeholders and work effectively in a team-oriented environment.

QUALIFICATIONS

- Master's degree in Education, Curriculum and Instruction, Educational Leadership, or a related field.
- Minimum of five years of experience in education, with demonstrated leadership in curriculum development, personalized learning, or pathway development.
- Administrative or leadership experience in a K-12 school setting preferred.
- Principal License preferred.
- Supervisory experience preferred.

ORGANIZATIONAL RELATIONSHIPS

Reports to the Executive Director of Curriculum and Instruction in the Academics Department. Supervises assigned staff.

WORKING CONDITIONS

The work is performed in a typical office environment, with frequent visits to schools and community sites.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Director of Adult Education

**SUMMARY OF FUNCTION**

The role of the Adult & Family Education Director is to serve as the instructional leader and is responsible for the oversight, funding and daily operations of the multiple program locations in El Paso County. Programming includes: Adult Basic Education, Adult Secondary Education (High School Equivalency Preparation), English Language Acquisition, refugee programming, Adult Career Pathways Career Boost programming, Family Literacy to include a licensed daycare facility with early childhood programming for infants, toddlers, and pre-school aged children, and an evening study center for K-5 students. Authorized Pearson VUE GED Testing Center. The Director is responsible for building community partnerships and serving as the liaison between School District 11 and partnering agencies in both current and prospective collaborations.

**ESSENTIAL JOB FUNCTIONS**

- Serve as an instructional leader by coordinating the development of and monitoring the implementation of the National Reporting Systems goals for Adult Education in accordance with the office of Adult Education Initiatives (AEI) at the Colorado Department of Education (CDE).
- Prepare, manage and monitor multiple funding streams that are awarded including, local and District 11, Title I, Title III, state and federal grants.
- Partner with Community Agencies, CDE, Pikes Peak Workforce Center, Department of Human Services, Vocational Rehabilitation, Community Probation/Parole, and alternative education to support and ensure quality programs for the undereducated and underemployed in El Paso County
- Hire, supervise and evaluate 40+ full time, part time, and hourly employees.
- Develop and support all members of the staff to build their capacity to meet the learning needs of students by monitoring achievement towards meeting or exceeding CDE's program goals.
- Develop implement and evaluate an embedded collaborative professional learning model, which focuses on improving instructional practices and increasing student achievement.
- Use data to analyze and plan for differentiated support for staff and students.
- Monitor, implement, and support the Board of Education policies; state and federal statutes and regulations governed by CDE in serving adult learners and the D11 CSEA Master Agreement.
- Develop and implement a school-wide plan to ensure the safety of students and staff in accordance with established district policies and procedures.
- Perform a wide range of managerial responsibilities including, but not limited to: staffing, scheduling, budgeting, and managing grant funded technology.
- Oversee the maintenance of the required CDE LACES database to ensure records for all students are complete, accurate, and accessible. Review and assess pre- and post-testing protocols to meet the standards set forth by CDE – AEI office.
- Oversee the management of class lists; collection and maintenance of student records; and program scheduling.
- Implement and follow all CDE grant assurances for all state and federal grants.
- Prepare reports about the Adult Education programs and student progress, addressing all criteria, goals, and objectives specified by each funding source.
- Complete grant reporting requirements on a regular basis.
- Manage and create the Adult & Family Education grant budgets following budgetary process, reporting and guidelines.
- Serve as a member of the Roy J. Wasson Academic Campus Administrative team, attend bi-monthly meetings, and complete duties as assigned.

- Participate in special projects as needed.
- Oversee and provide scope of work for multiple program contracts
- Establish visibility and name/brand recognition in key locations and markets
- Oversee the development and revision of all publications and marketing materials

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#### **OTHER DUTIES**

- Organize and deliver graduation ceremony for students who successfully completed their high school equivalency and certification programs in career pathways.
- Serve on the Pikes Peak Workforce Center, Workforce Development Board, representing adult education in El Paso and Teller Counties.
- Provides management and oversight of the Authorized Pearson VUE GED Testing Center
- Other duties as assigned

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#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Proven teaching/administration experience in Adult & Family Literacy
- Demonstrate leadership qualities, particularly in the area of team building
- Demonstrate ability to work cooperatively with community agencies, local businesses, and community colleges
- Demonstrate ability to work with budgetary constraints
- Demonstrate ability to write grant proposals
- Demonstrate ability to market programs
- Demonstrate excellent communication and verbal skills
- Demonstrate ability to manage, monitor and implement budgets

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#### **QUALIFICATIONS**

- MA Degree in Adult Education or Educational Leadership
- Colorado Initial or Professional School Principal License required (or have ability to attain at time of contract offer) and Teacher Licensure
- Comprehension and experience in the field of Adult Education and Family Literacy

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#### **ORGANIZATIONAL RELATIONSHIPS**

- Reports to the Senior Area Superintendent of Alternative and Nontraditional Education
- Provides leadership and supports Roy J. Wasson Academic Campus
- Supervises school staff including, teachers, TOSA's, ESP Clerical and Educational Assistants
- Create and maintain relationships with community organizations

- 

#### **WORKING CONDITIONS**

Multiple program locations require the flexibility, collaboration, and ongoing relationships with our community partners to share off-site classroom space to provide transportation accessibility for students most in need.

Work hours require flexibility and evening work.

Work is performed in an alternative and nontraditional school environment.

Due to CDE grant requirements, programming must continue year round with no more than a four week gap in class offerings.

#### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use

JOB TITLE

JOB DESCRIPTION

fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

210 Days

Director of Athletics & Student Activities

### **SUMMARY OF FUNCTION**

Directs and oversees the districts athletic and physical education program. Establishes and modifies district wide athletic and PE policies. Oversees the scheduling of facilities and events for the district.

### **ESSENTIAL JOB FUNCTIONS**

- Directs and oversees the districts athletic programs
- Communicates and counsels building athletic directors regarding district policies
- Develops and monitors athletic budgets and spending and sets priorities for spending
- Determines internal allocations to schools
- Coordinates all activities at Gary Berry Stadium and Garry Berry South Field
- Supervises football games and track meets
- Arranges for and communicates responsibilities to all support personnel including police, announcers, guards, timers etc.
- Represents the district at league and state athletic meetings
- Coordinates state championship athletic contests sponsored by the district in conjunction with the Colorado State High School Activities Association
- Represents the districts athletic and PE concerns to the Superintendent and Administration of the district
- Sets athletic schedules and coordinates use of facilities
- Negotiates use of facilities for practice and games
- Organizes scheduling of events to coordinate facilities usage
- Responsible for state certification of all non-staff coaches
- Responsible for placing non-enrolled students into athletic programs
- Coordinates activities with high school principals, building athletic directors and head coaches
- Responsible for coaches and game worker stipends and submitting it to payroll
- Monitors gender equity with the districts athletic programs
- Promotes the district and school athletic and PE programs
- Directs and oversees the district physical education programs
- Coordinates elementary Sports Challenge (intramural) programs including the cross country season and Ron Hein Track Meet
- Develops and monitors the district physical education budget.
- Develops and implements physical education policies and staff development
- Facilitates the maintenance and repair of athletic facilities
- Creates and maintains partnerships within the community

### **OTHER DUTIES**

- Performs related duties as assigned

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of athletics programs and student activities in public schools
- Knowledge of school policies and applicable laws, rules and regulations governing athletics and student activities
- Ability to plan and direct an effective athletics and student activities programs for the District
- Ability to analyze situations and take or recommend appropriate actions
- Ability to communicate effectively
- Ability to work cooperatively with others

### **QUALIFICATIONS**

- Master's degree
- Requires Colorado Department of Education Administrator License
- Six years of experience in athletics and/or athletic administration that includes experience as a head coach

JOB TITLE

JOB DESCRIPTION

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director K-12 Schools and supervises assigned staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment and at school athletic facilities.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Director of Attendance and Discipline

**SUMMARY OF FUNCTION**

Ensures the enforcement of the Colorado Compulsory Attendance Law for the district. Serves as the Superintendents designee in disciplinary hearing for students. Oversees the enforcement and documentation of the child abuse reporting statutes and coordinates the alternative dropouts program.

**ESSENTIAL JOB FUNCTIONS**

- Oversees the enforcement and communication of the District 11 Student Code of Conduct and corresponding policies and regulations.
- Conducts disciplinary hearings as the designee of the Superintendent and the Colorado Springs School District 11 Board of Education
- Monitors and revises districts disciplinary policies to insure compliance with local, state and federal guidelines.
- Aligns student discipline and attendance policies with District objectives.
- Advises school building administrators regarding guidelines and legalities
- Updates building administrators regarding new laws and regulations and provides advice regarding methods of compliance and best practice
- Communicates with District administration and school administrative teams on district disciplinary policies, regulations, and protocols
- Oversees and coordinates the district's policies regarding the enforcement of the Colorado -Compulsory Attendance Law
- Serves as District petitioner regarding school attendance and truancy
- Provides school building administrators legal clarification regarding non-attendance and related court petitions
- Coordinates with attorneys and civil agencies regarding related cases
- Manages homebound tutoring services program
- Coordinates the collection of related statistical data and meets with District, school, and community stakeholders to discuss related trends
- Develops and implements projects and programs and works with related committees and interested groups to support at-risk students
- Collaborates with District and school administrative teams to evaluate program effectiveness
- Manages online expelled student education program
- Oversees and supervises all department programs and project budgets
- Sets spending priorities
- Monitors expenditures and secures additional monies as needed
- Meets with community agencies and internal groups and committees to discuss and communicate school and program objectives and deliverables
- Serves as District liaison for local and state committees supporting youth programs and initiatives
- Collaborates with other departments regarding active Crimes of Violence and Unlawful Sexual Behavior cases
- Coordinates the enforcement of the Colorado Child Abuse Reporting Law
- Collects and maintains statistical information related to child abuse reports from the schools and follow up from the department of social services
- Serves as a liaison for law enforcement officials and attorneys regarding individual cases
- Assists and helps with coordination of the District's PBiS (Positive Behavior Intervention and Supports System) and the other efforts to proactively reduce dropouts, decrease discipline infractions and improve attendance and achievement

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGES, ABILITIES AND SKILLS**

- Knowledge of the principles and practices of student counseling as applied to attendance and discipline problems
- Knowledge of applicable policies, laws, rules and regulations governing

JOB TITLE

JOB DESCRIPTION

attendance and discipline

- Ability to direct the District's attendance and discipline program
- Ability to relate effectively to students with attendance and discipline problems
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Possess a Master's Degree in Education or related field
- Possess 5 years of contractual experience in public education
- Possess 3 years contractual school leadership experience preferred
- Holds a valid CDE Principal License

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Executive Director of K-12 Schools
- Supervises designated licensed, instructional, and support staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Director of Budget and Planning

**SUMMARY OF FUNCTION**

Responsible to the Chief Financial Officer for the budget, and other financial related activities of the District. Administrative support to a community-based, goal driven budget development processes, including the District Accountability Committee (DAC) Budget Subcommittee.

**ESSENTIAL JOB FUNCTIONS**

- Develops budget calendar, budget development guidelines, budget training and budget monitoring control, reporting systems, and procedures for adoption of the budget
- Ensures that effective position control methods are used in conjunction with the development and administration of the budget
- Assists administrative staff in the development, monitoring, control, and reporting of budget and resource utilization
- Prepares all board agenda items related to budget activities and makes presentations to the Board of Education and other external and internal groups
- Prepares or assists in the preparation of budget requests, project, or program proposals and spending and revenue projections
- Arranges for and supervises the preparation, publication, and distribution of budget documents
- Assists in the execution of the adopted budget, including recommendation of administrative controls where required
- Responsible to develop policy recommendations regarding budget and planning issues
- Develops recommendations for improving the financial and business management within the District, including budget development methods, format, and presentation
- Works with community and/or staff groups in interpreting, analyzing, and projecting the needs, costs, and revenues of the District by providing program and financial data through personal appearance and participation as appropriate
- Coordinates, processes, and controls transfer of budget within the constraints of policy and administrative regulations
- Coordinates the preparation of and presentation of analyses required for understanding of the budget proposal and fiscal environment by the Board, staff, community, contract negotiations, and meet and confer teams
- Monitors and remains familiar with the Colorado School Finance laws, regulations, legislative proposals, and governmental accounting practices
- Establishes and maintains effective communications with District 11 staff, other local governments and community groups, and organizations
- Develops finance modules to support long-range planning efforts and maintains a three to five year budget forecast for critical funds or segments of the budget
- Maintains quality and accurate information about areas of responsibility on the District's web site
- Assists in the preparation of the CAFR's management discussion and analysis in accordance with the GSAB 34 financial reporting model
- Provides necessary training for budget development and pupil accounting activities and functions
- Proactively addresses budgetary variances in a timely manner

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Mastery of budgeting and accounting principles and practices as applied to

JOB TITLE

JOB DESCRIPTION

- public school finance and budgeting
- Knowledge of state laws, rules, and regulations governing budgetary and related aspects of Colorado school administration
  - Ability to direct the budget development and administration program of the District
  - Ability to supervise professional, technical, and support staff
  - Ability to perform sound budgetary analysis and take or recommend appropriate actions regarding budgetary matters
  - Ability to use accounting and budgeting software and standard database, spreadsheet, and word-processing software effectively
  - Ability to communicate effectively
  - Ability to lead the work of teams, committees, and work groups
  - Ability to work cooperatively with others
  - Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- Master's degree in business administration or CPA; both preferred
- Five years' experience in government budget or school finance in a senior staff role

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Deputy Superintendent/Chief Financial Officer. Supervises staff of the Budget office.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Director of Business, Industrial,  
Vocational Educ

SUMMARY OF FUNCTION

Coordinates and oversees the vocational educational program for the district. Communicates and coordinates with outside organizations. Develops programs and curriculum. Monitors program budgets and fiscal accountabilities and oversees the maintenance of related equipment.

ESSENTIAL JOB FUNCTIONS

- Coordinates and communicates program objectives with district Vocational Education Advisory Council and related committees which are comprised of community and business representatives. Develops related curriculum and manages the implementation district wide
- Oversees credential renewals for vocational education teachers. Evaluates teacher performance and counsels individuals on methods of improvement
- Develops staff development in-services
- Revises and updates programs and objectives and submits proposals to the State Vocational Education Department. Oversees student accountability study related to vocational education for the state
- Prepares fiscal estimates and final reports of program activities for state vocational education agency
- Coordinates student attendance in Community College vocational programs
- Oversees textbook selections and conducts related media previews
- Coordinates the repair and replacement of instructional equipment

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of educational pedagogy as applied to business/industrial/vocational education
- Ability to plan and implement effective business/industrial/vocational education programs for the District
- Ability to analyze situations and take or recommend appropriate actions
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- Master's degree in vocational education
- Four years of experience in teaching vocation education
- Appropriate Colorado certification

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director Instruction.

WORKING CONDITIONS

The work is primarily performed in a typical office environment and in schools.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Director of Career and Technical Education

**SUMMARY OF FUNCTION**

Leadership and support of all District Career Pathways, Technical Education, and Concurrent Enrollment programs. Oversees staff development, ongoing communication and is responsible for budgeting and the Perkins grant. Responsible for assessing needs, data collection and analysis, and designing programs to increase student achievement. Will lead the ongoing enhancement of Career Pathways programs for the District.

**ESSENTIAL JOB FUNCTIONS**

- Directs and oversees the operations of designated programs, implements appropriate processes to develop policies, functional goals and objectives
- Develops programs, exercises board policy in course adoption cycles, and oversees the implementation of special programs as required
- Utilizes the accountability process and involves and reports to parents as appropriate
- Evaluates and supervises appropriate staff
- Directs professional staff in aligning curriculum and instruction to support standards
- Oversees, develops and trains staff
- Sets priorities and establishes programs
- Serves on district committees and special project groups as needed
- Prepares and generates related reports and documentation of administrative activities
- Represents Career and Technical Education and Concurrent Enrollment in outside activities and works to develop appropriate partnerships to benefit the District
- Monitors Alternative Schools, Digital/On-Line, and
- Develops and markets the Career Pathway, Technical Education, and Concurrent Enrollment programs
- Responsible for overseeing program efficiency and required state and district compliance records
- Supports staff in curriculum and professional development and in coordinating and implementing special projects

**Career Pathway, Technical Education (CTE), and Concurrent Enrollment Duties**

- Oversee the various CTE and Concurrent Enrollment programs in the district
- Work with CTE staff to ensure program integrity (site visits necessary)
- Work with counseling staff to ensure practices and policies for Concurrent Enrollment are followed.
- Write and monitor the Perkins Federal Grant
- Oversee reimbursement of CTA
- Make sure staff certifications are up-to-date
- Monitor and update Program Approvals as necessary
- Work with the Administrative Assistant for purchase approvals; interface with assistant to monitor and approve all budget transactions.
- Develop yearly program budgets for each fiscal year
- Enhance current CTE programs to provide more postsecondary workforce opportunities
- Work to develop a strong marketing strategy to support program growth
- Work with CTE programs and Pikes Peak Community College (PPCC) and other postsecondary institutions where possible to develop articulation agreements to allow students to receive college credit
- Oversee the Career Start Program (formerly AVP) with district concurrent enrollment counselors

**Counselors**

- Direct schools in regard to appropriate integration of CTE programs in scheduling

JOB TITLE

JOB DESCRIPTION

- Support high school counselors in concurrent enrollment process
- Work with Counselor Coordinator to plan and oversee counselor meetings
- Work with Counselor Coordinator to implement professional development workshops
- Support counselors as they continue to implement student ICAP's **Concurrent Enrollment**
- Oversee concurrent enrollment and CE funding in the district to include; Concurrent Enrollment, Career Start Program (formerly AVP): this includes ASCENT, and Early College High School
- Oversee extended study (dual credit) programs: this includes CU Succeed, CSU S2S, CTE Prostart, CTE PLTW, CTE Paraprofessional Educator
- Work with Educational Data and Support Services (EDSS) for reporting of students receiving college credit

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrated ability to provide avenues of success for all students
- Classroom teaching and contractual leadership experience, preferably in relation to Career Pathway, Technical Education, and Concurrent Enrollment programs
- Demonstrated ability to provide visionary leadership and develop instructional goals to increase student achievement and professional growth of all employees in cooperation with Career Pathway Technical Education, and Concurrent Enrollment programs
- Demonstrated knowledge of the applications of technology in the instructional learning environment
- Ability to communicate and mediate effectively with students, parents, staff and the community to ensure a safe and productive learning environment of continuous improvement

**QUALIFICATIONS**

- Master's degree in education or education-related field
- Valid Colorado Director Career and Technical Education Certification or ability to obtain within one calendar year.
- Classroom teaching and/or contractual administrative experience preferred

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Director of Coaching

**SUMMARY OF FUNCTION**

The Director of Coaching will lead, develop, and oversee the D11 coaching program, with a specific focus on supporting and guiding new-to-career teachers. This role involves designing and implementing effective coaching systems with strategies that address the unique needs of educators throughout the district. The Director of Coaching will report to the Chief of Coaching and Development and will collaborate closely with school leadership teams to ensure consistent, high-quality support that promotes teacher retention, professional growth, and student success.

**ESSENTIAL JOB FUNCTIONS****1. Program Leadership and Development**

- Lead district wide comprehensive coaching program
- Lead the New Teacher Academy
- Lead the redesign efforts for Induction
- Design tiered model of coaching support
- Establish and refine coaching goals, objectives, and methodologies to support teacher development and improve instructional outcomes.
- Develop and oversee partnerships for new to teaching teachers
- 

**1. Direct Coaching and Support (Specific emphasis on new to teaching teachers)**

- Provide direct, one-on-one coaching to teachers as needed
- Offer actionable feedback, strategies, and resources to address challenges
- Model effective teaching practices and facilitate classroom observations to demonstrate strategies for effective instruction.
- 

**1. Professional Development and Training**

- Design and lead professional learning for all school based and district level coaches
- Develop and deliver training sessions, workshops, and professional development opportunities focused on best practices in coaching
- Lead group coaching sessions and learning communities to encourage collaboration and shared learning among new teachers.
- Stay informed on current educational trends, instructional techniques, and coaching models to enhance training and support initiatives.
- 

**1. Data Analysis and Program Evaluation**

- Collect, analyze, and report data on coaching effectiveness, teacher progress, and student achievement outcomes.
- Use data to refine coaching strategies, identify areas for improvement, and measure the impact of the coaching program on teacher growth and retention.
- Provide regular updates and reports to school leadership on program progress and outcomes.
- 

**1. Collaboration and Communication**

- Build strong relationships with school administrators, instructional teams, and mentors to ensure aligned support for new teachers.
- Facilitate regular check-ins with teachers, coaches, and school leadership to assess needs, set goals, and adjust coaching approaches.
- Act as a resource and advocate for new teachers, ensuring they have access to necessary tools, resources, and support.
- 

**OTHER DUTIES**

- Other duties as assigned.

JOB TITLE

JOB DESCRIPTION

**KNOWLEDGE, ABILITIES AND SKILLS**

- Deep understanding of instructional strategies, classroom management, and teacher development.
- Ability to foster positive, trusting relationships with new teachers.
- Experience with professional development planning and delivery.

**QUALIFICATIONS**

- Master's degree in education, Educational Leadership, or related field.
- Minimum of 5 years of teaching experience, with a strong background in coaching or mentoring teachers, especially those early in their careers.
- Demonstrated success in designing and implementing instructional coaching programs.
- Exceptional communication, leadership, and organizational skills.
- Proficiency in data analysis and the use of data to inform program decisions.

**PREFERRED**

- Administrative experience strongly preferred

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Chief of Development and Coaching

**WORKING CONDITIONS**

- The work is performed in a typical office environment, with frequent visits to schools and community sites.

**PHYSICAL DEMANDS**

- The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Director of Compensation & Talent Management Opera

### **SUMMARY OF FUNCTION**

Direct and manage the development, implementation, evaluation and maintenance of all district compensation programs and incentive pay plans. Proactively build consultative and collaborative relationships with leaders and/or teams regarding strategy and initiatives around compensation programs, data entry and position management control. Develop solutions and practices that are externally competitive and internally equitable. Align compensation programs to Benefits strategy and initiatives. Direct and manage the District personnel and applicant files, as well as any separate file systems required by federal and state statutes. Direct District Human Resource records archival system. Responsible for directing and managing the Employment Verification process for current and former employees.

### **ESSENTIAL JOB FUNCTIONS**

#### **Compensation Operations**

- Develop and manage the District compensation plans, processes and procedures for all employees, including reviewing, implementing, and evaluating the plans to ensure alignment with the District Strategic Plan; research and recommend best compensation plan solutions for all positions in the district.
- Develops, implements and maintains compensation salary structures for all employees groups. Maintains and updates all compensation related tables within PeopleSoft to include items such as job class tables, salary grade tables, calendar tables.
- Distributes semi-annual stipend information and forms to all principals. Verifies information submitted by schools. Maintains stipend tables based on Master Agreement language to ensure stipends are paid accordingly.
- Coordinates and manages the retirement process for D11 including creation, accessibility of forms and documents related to the retirement process and data for Retirement Incentive Program. This includes tracking and auditing seniority dates for all employees.
- Ensure that all compensation-related activities are in compliance with applicable regulations, standards, collective bargaining agreements, etc.
- Assist with the development and delivery of training materials and/or programs regarding compensation practices as needed.
- Monitor out of class pay process, including approval of out of class pay
- Develops, monitors, and oversees implementation of compensation related activities for PeopleSoft HR/Payroll systems, including updating job codes tables, calendars and salary schedules in PeopleSoft
- Interprets and communicates District compensation policies and regulations, and communicates policies to employees; investigates, resolves and communicates compensation issues with employees.
- Acts as a primary contact with PERA representative for the TM department to understand and clarify procedures and practices with PERA. Oversees all applications for the PERA 140 day program.
- Develop and maintain current job architecture, salary structures, job descriptions, and processes to include reviewing them for accuracy, changes that may impact risk management and/or salary placement.
- Manage projects including, but not limited to; special market studies (OEHM), wage implementations, cost analyses, pay equity reviews and pre-bargaining analysis and reporting.
- Approves all Temp worker job requisitions
- Assists Directors with various employee relations issues related to compensation

- Oversee job offer process for ESP & Teachers

**Data Operations**

- Direct all activities associated with the storage and safekeeping of all employee records both in hard copy and imaged formats, including archival guidelines. Oversee file room operations and all associated activities.
- Direct and identify system changes that will necessitate retraining of District staff and manage overall PeopleSoft HR training for school and District office staff within PeopleSoft HRIS. Oversee process for documented information and training to ensure system functionality and integrity
- Partner with other Talent Management Directors and IT Directors, to ensure that state and federal reports, including Colorado Department of Education December employee counts, EEO-5, New Hire Report and District diversity reports are completed accurately and within required guidelines and timeframes.
- Direct the data entry and integrity of data processes. Oversee required state reporting related to staff, employment, etc.(in collaboration with the Talent Development team, as appropriate).
- Oversees the preparation of files for newly hired employees are complete, accurate, and in proper order prior to filing

**HRIS Operations**

- Direct the maintenance of accurate, up-to-date, electronic employee records on the PeopleSoft HRIS system in support of key D11 business processes such as recruiting, position management, staffing, compensation, payroll, benefits, retirement, etc.
- Manage routine system maintenance related to PeopleSoft Human Resources system in coordination with the Information Technology team. This includes annual activities such as salary advancements due to step or COLA increases, continuous services increment updates, and one-time activities necessitated by business changes, changes to negotiated agreements, or in support of strategic initiatives.
- Coordinates and runs various HR queries from PeopleSoft either from individual requests or by automating the execution and delivery of certain standard queries
- Oversee the position management control (PMC) process and seek to improve processes related to job classification, reclassification and market compensation.

**Strategic Leadership Partnership**

- Assists the Senior Executive Director of Talent Management with the creation and management of the department budget, including ensuring alignment to needs.
- Assists the Senior Executive Director of Talent Management in implementing District compensation, data entry and HRIS practices; provides advice on the best methods to use for implementation.
- Serve as a key member of the Talent Management Leadership Team providing expertise in the areas of position management, compensation and classification, pre-employment documentation, HRIS processing and records retention.
- Represents the Talent Management Department to various internal committees, work groups and outside agencies
- Partner with Payroll, Finance and Budget on compensation budget related initiatives, including position management control.
- Participates in Meet & Confer for Exec Pros and ESP on an annual basis.

- Participates in district job fairs, as required
- Supervises a team of direct reports, including Data Specialists, Compensation Specialist, Talent Management Systems Specialist and HRIS Manager.

#### **OTHER DUTIES**

- Reconciles pay for JROTC instructors based on data provided by JROTC agencies.
- Prepares over/underpayment forms to correct any salary discrepancies.
- Oversee implementation and delivery of processes and procedures with TimeClock Plus.
- Performs related work as required
- 
- 

#### **KNOWLEDGE, SKILLS AND ABILITIES**

- Exercises a high degree of independent judgment and discretion in planning and coordinating compensation and personnel activities to meet District goals.
- Knowledge of compensation principles and practices.
- Knowledge of applicable laws, rules and regulations governing compensation administration.
- Ability to develop, implement, manage and evaluate an effective compensation program.
- Ability to perform sound analysis and take or recommend appropriate actions regarding compensation, position management control and/or data issues.
- Ability to communicate effectively.
- Ability to work cooperatively with others
- Experience with evaluating and classifying jobs, FLSA; licensed and classified negotiated contracts; state and federal reporting and records requirements; and District policies; procedures, and practices
- Strong computer; word processing; e-mail and calendar; and spreadsheet skills required.
- Experience implementing/working with HR/Payroll software systems (PeopleSoft)

#### **QUALIFICATIONS**

- Bachelor's degree required
- Master's degree or equivalent in compensation administration or a related field preferred.
- Five years compensation or related experience is preferred.
- Knowledge of or experience in public school system compensation administration preferred.

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Senior Executive Director of Talent Management

#### **WORKING CONDITIONS**

The work is performed in a typical office environment

#### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

#### **FLSA STATUS**

Exempt

JOB TITLE

JOB DESCRIPTION

**WORK YEAR**

260 Days

## JOB TITLE

## JOB DESCRIPTION

Director of Counseling Services

## SUMMARY OF FUNCTION

Responsible for the services delivered by K-12 school counselors while monitoring their effectiveness, providing staff development, and ensuring adherence to federal, state and local policies and procedures. The employee provides technical assistance, information, and consultation related to postsecondary workforce readiness, social emotional learning, crisis responsive services, and comprehensive school counseling programs. The employee also assists with various local, state, and national programs, coordinates and manages the Colorado Counselor Corps Grant, and provides supervision of the district's comprehensive wellness model.

## ESSENTIAL JOB FUNCTIONS

- ? Provides leadership for elementary, middle and high school counselors on secondary, post-secondary, and career pathway options and implementation of the American School Counselor Association (ASCA) national model.
- ? Supports school counselors delivery of comprehensive academic, career and social emotional learning through classroom presentations, lessons, small groups, and individual sessions.
- ? Analysis counseling services data and uses results to inform stakeholders while also utilizing information to select evidenced-based and researched best-practices for continuous program improvement
- ? Maintains a current, state-of-the-art knowledge of research and trends in school counseling
- ? Organizes, coordinates and establishes guidelines for all counselor professional development and evaluation of professional development.
- ? Coordinates the new school counselor meetings, National Model training, and social emotional learning committee
- ? Co-Coordinates CSSD11 Crisis Response Team
- ? Develops and coordinates K-12 Social Emotional Learning efforts, while supporting the implementation of MTSS.
- ? Supervises and manages the Colorado School Counseling Corp Grant, and other grants related to counseling and wellness services.
- ? Develops systems, maintain databases and provides accountability to middle and high school counselors and administrators with Individual Career and Academic Plan (ICAP) implementation
- ? Provides supervision and evaluation of the Career and College Access Coordinator, and School Counseling Specialist.
- ? Communicates with the Education Insights on the accurate maintenance of high school transcripts.
- ? Coordinates outside agencies that provide educational services to CSSD11 students.
- ? Supports district College Readiness Initiatives and Systems.
- ? Coordinates district transitions efforts between elementary and middle school, middle and high school, and high school to college.
- ? Provides leadership in selecting and implementing research-based interventions that produce significant increases in student achievement
- ? Provides guidance and resources to the district and community on curriculum and instruction issues related to social emotional learning
- Provide leadership in the selection of school counseling materials (e.g. textbooks, intervention supplements, and technology) and provide appropriate professional development where applicable
- Promote long-range comprehensive school counseling improvement at all levels to increase student achievement
- Articulate comprehensive school counseling objectives to building principals

## OTHER DUTIES

- Other duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

- ? Knowledge of child and adolescent social/emotional development.
- ? Knowledge of general organization and functions of a public school system.
- ? Knowledge of data collection and the ability to interpret data
- ? Knowledge of research and evidenced-based interventions related to academic, career, social/emotional and behavioral concerns
- ? Demonstrated experience and proficiency with the American School Counselor Association National Model.
- ? Demonstrated experience with conceptual development of school counseling programs.
- ? Demonstrated experience increasing student achievement through school counseling.
- ? Demonstrated progressive experience with continuous professional learning.
- ? Demonstrated knowledge of current research and trends in school counseling, crisis services, and social emotional learning
- ? Demonstrated knowledge of postsecondary workforce readiness, graduation requirements, district standards and procedures, and school board policies.
- ? Demonstrated experience working collaboratively with other staff in achievement of instructional objectives
- ? Ability to be flexible to meet the unique needs of the assignment
- ? Ability to work effectively as a member of a multi-disciplinary team
- ? Ability to communicate clearly in both written and oral formats
- ? Ability to demonstrate critical thinking and problem-solving skills
- ? Ability to plan, organize, direct and implement instructional programs
- ? Ability to adapt to a changing work environment with a positive attitude and problem-solving approach
- ? Ability to remain calm in an emergency situation
- ? Proficiency with MS Office and other computer software programs

#### QUALIFICATIONS

- ? Master's Degree in school counseling, or equivalent with five (5) or more years of related experience and specialization in school guidance and counseling programs within a K-12 public school environment.
- ? Current Colorado Department of Education Special Service Provider License with School Counselor endorsement

#### ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director of Future Ready

#### WORKING CONDITIONS

The work is performed in schools.

#### PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

#### MENTAL FUNCTIONS

While performing the duties of this job, the employee is frequently regularly required to analyze, communicate, coordinate, instruct, evaluate, reason,

**JOB TITLE****JOB DESCRIPTION**

adjust, use interpersonal skills, problem solve, compare, copy, compile, monitor, coordinate and make decisions. The employee is occasionally required to compute, synthesize and negotiate.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Director of Curriculum and Instruction

**SUMMARY OF FUNCTION**

Supervises and evaluates Curriculum Facilitators, Coordinators, and Specialists

**ESSENTIAL JOB FUNCTIONS**

- Directs and supports staff in the areas of curriculum development, instructional improvement and related activities
  - Assists in directing the planning, development, implementation and support of instructional and curriculum programs at elementary and secondary levels
  - Collaborates with principals in managing instructional and curriculum programs
- Consults with and provides direction for Instructional Facilitators, Coordinators, and Specialists
- Coordinates efforts to determine instructional needs and provide programs and activities in response
- Coordinates the delivery of professional development for District staff
- Provides information regarding instructional programs and policies to school personnel, parents and general public
  - Convenes district committees for study and review of selected curriculum and instruction topics
  - Review instructional and related material and prepares necessary paperwork for Board of Education adoption
  - Coordinates adoption of all instructional resources (i.e., textbooks course descriptions, and approval, pilot programs, etc.)
- Coordinates the delivery of professional development services for District staff
- Assists in preparing budget proposals for textbooks, supplies and materials
  - Acts as resource to the district and community on curriculum and instruction issues

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of educational pedagogy as applied to the development and implementation of elementary and secondary curriculum and instructional programs
- Ability to provide leadership to the District in curriculum and instruction
- Ability to plan and direct instruction program development and implementation for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Master's degree in curriculum and instruction and/or educational leadership
- Three years of experience as building or central administrator
- Administrator or Principal license preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Deputy Superintendent, Instruction, Curriculum, and Student Services.

Supervises assigned staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or

JOB TITLE

JOB DESCRIPTION

stand for long periods; lift and carry up to 50 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Director of Data Science

**SUMMARY OF FUNCTION**

The Director of Data Science leads the implementation and management of data-driven initiatives within the D11 school district. The Director of Data Science uses data analytics, machine learning, and statistical analysis to drive informed decision-making, improve educational outcomes, and enhance the overall efficiency of our district's operations. This position requires a strong background in data science, leadership experience, and a passion for using data to transform education.

**ESSENTIAL JOB FUNCTIONS**

Strategic Data Vision: Develop and execute a clear data science implementation plan aligned with the Superintendent and Chief's vision and strategy related to district goals and objectives. Collaborate with district administrators and key stakeholders to identify data-driven opportunities for improvement.

- Cross-Functional Collaboration: Works under the supervision of the Chief to collaborate with various departments to support the integration of data-driven practices into their operations.
- Data Analysis and Reporting: Lead the analysis and interpretation of large and complex datasets to identify trends, patterns, and insights. Generate regular reports and data visualizations for various stakeholders, including the district's leadership team, principals, teachers, and the school board.
- Predictive Analytics: Develop and implement predictive models and algorithms to forecast student outcomes, enrollment, identify at-risk students, and support targeted intervention strategies to improve student success and retention.
- Cross-Functional Collaboration: Works under the supervision of the Chief to collaborate with various departments to support the integration of data-driven practices into their operations.

**OTHER DUTIES**

- Performs other duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS****KNOWLEDGE, ABILITIES, AND SKILLS**

- Excellent organizational, process management and time management skills.
- Strong analytical and problem-solving skills.
- Excellent communication and presentation abilities to convey complex data insights to non-technical stakeholders.
- Familiarity with data privacy regulations and ethical considerations related to data use in education.
- Expertise in data visualization tools and techniques.
- Proficiency in programming languages such as Python, R, Stata, or SAS.
- Experience with databases.
- Proficiency with Office 365

**QUALIFICATIONS**

- Master's or Ph.D. in Data Science, Computer Science, Statistics, or a related field.
- Prior experience in an educational setting or a strong understanding of the education system is highly desirable.
- Proven experience in data science, predictive analytics, and/or machine learning.
- Proficiency in oral and written communication.
- Ability to positively collaborate with a wide range of end users.
- Service oriented.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Chief of Strategy and Data Acquisition

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Director of Digital Solutions

**SUMMARY OF FUNCTION**

The Director of Digital Solutions orchestrates a dynamic team dedicated to the innovation and advancement of the district's digital landscape. This role encompasses the strategic oversight of data management, reporting systems, application development, and custom technological solutions. With a focus on enterprise-level instructional and administrative applications, the Director ensures these digital resources effectively bolster the educational and operational objectives of schools and district administrative offices.

**ESSENTIAL JOB FUNCTIONS**

- **Innovative Ethical Leadership:** Upholds a professional code of ethics and values while pioneering innovative digital practices.
- **Service Excellence and Support:** Prioritizes exceptional service delivery and robust support systems as a cornerstone of the digital solutions strategy. Ensures the development and maintenance of a responsive support infrastructure that meets the evolving needs of the educational community.
- **Technology Mastery:** Maintains up-to-date knowledge of current technologies utilized by the district and participates in training to enhance skills relevant to the position.
- **Technology Advocacy:** Models and promotes the intentional and effective use of technology in daily operations, including communication, organization, and management tasks.
- **Expertise Provision:** Offers expertise and support to schools and the district, fulfilling enterprise applications and computing requirements.
- **Organizational Change Management:** Leads and facilitates the process of organizational change, ensuring smooth transitions for technology implementations and digital transformations. Develops strategies to manage resistance, engage stakeholders, and reinforce changes within the digital landscape.
- **Operational Management:** Manages all functions and services within the Applications section, aligning with district priorities and delivering expected outcomes.
- **Initiative Development:** Crafts and implements technology initiatives to comply with district, state, and federal regulations, as well as school board policies.
- **Strategic Collaboration:** Assists the Senior Executive Director of Information Technology in planning and executing a feedback system for technology support services, enhancing their effectiveness for the organization.
- **Information Integrity and Security:** Ensures the maintenance and security of timely, accurate information and oversees the quality of data managed by the team.
- **Process Optimization:** Contributes to the reengineering and continuous improvement of business processes and IT infrastructure, maximizing the value of technology-based instructional and administrative investments.
- **Leadership Development:** Cultivates leadership skills within the team, fostering a culture of growth and excellence.
- **Performance Management:** Directs, manages, leads, and evaluates department staff, ensuring their performance and productivity meet the district's strategic goals.
- **System Oversight:** Aids in the evaluation, selection, implementation, and maintenance of information systems, guaranteeing investments in both strategic and operational systems.
- **Policy Development:** Supports the creation and upkeep of IT policies, procedures, and standards for districtwide technology acquisition and operations.
- **Service Level Management:** Engages in the negotiation of IT service level agreements with user organizations, monitoring application performance and

ensuring staff accountability.

- **Executive Reporting:** Keeps the Senior Executive Director of Information Technology informed about project statuses, issues, and incidents within the department.
- **Policy Adherence:** Complies with district policies and procedures related to personnel services, executive limitations, instructional initiatives, and charter guidelines.
- **Asset Management:** Follows district policies regarding fixed assets, ensuring proper stewardship.

#### **OTHER DUTIES**

Performs related duties as assigned.

#### **QUALIFICATIONS**

- Bachelor's degree in Business Administration or a technology-related field from an accredited institution.
- Ten years of progressively responsible experience in systems analysis, design, application integration and programming with emphasis on the integration of enterprise applications.
- Four of those years must have been in a management capacity.
- Demonstrated success collaborating with people in establishing goals, objectives and action plans to produce expected results.

#### **KNOWLEDGE, SKILLS, AND ABILITIES**

##### **Knowledge:**

- Comprehensive understanding of **digital technologies** and their application in educational and administrative environments.
- In-depth knowledge of **enterprise software development**, including planning, integration, and deployment of instructional and administrative applications.
- Familiarity with **organizational change management** principles and methodologies.
- Awareness of **current industry trends** and emerging technologies in the digital solutions space.
- Understanding of **district, state, and federal compliance requirements** related to technology in education.

##### **Skills:**

- Strong **leadership and management skills** to direct and develop a high-performing digital solutions team.
- Proficient in **strategic planning** and execution of technology initiatives that align with organizational goals.
- Expertise in **project management**, with the ability to oversee multiple projects simultaneously and deliver results on time and within budget.
- Ability to **negotiate and manage service level agreements** with vendors and internal stakeholders.
- Skilled in **communication**, capable of effectively conveying complex technical information to non-technical audiences.

##### **Abilities:**

- **Adaptability** to rapidly changing technology landscapes and the ability to lead through transitions.
- **Innovative thinking** to drive technological advancements and foster a culture of continuous improvement.
- **Problem-solving abilities** to address challenges creatively and implement effective solutions.
- Capacity for **critical decision-making** under pressure, ensuring the best

JOB TITLE

JOB DESCRIPTION

outcomes for the organization.

- **Interpersonal abilities** to collaborate with cross-functional teams and build strong relationships with stakeholders.

**REPORTS TO**

Senior Executive Director of Information Technology

**SUPERVISES**

Supervises department staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity.

**WORK YEAR**

260-day work year

**FLSA STATUS**

Exempt

Director of Educator Effectiveness

**SUMMARY OF FUNCTION**

The leader in this role is responsible for the development and implementation of an educator effectiveness system that is aligned with the expectations of Colorado Senate Bill 191 concerning ensuring quality instruction through educator effectiveness. The specific duties include:

- Leadership of internal and external partners and resources to develop;
- Implement and assess the evaluation system for teachers and school leaders;
- Researching best evaluation and professional learning practices;
- Collaboratively developing definition for and identifying the expectations and standards for the evaluation of teachers and school leaders;
- Engaging the development of inter-rater agreement with evaluators;
- Developing professional learning programming for teachers and school leaders related to implementation of the evaluation tool and system;
- Working cross-functionally to ensure alignment of program and communications between the Divisions of Achievement, Learning and Leadership, Human Resources, and Educational Data and Support Services.

**ESSENTIAL JOB ELEMENTS**

- Working collaboratively to lead and ensure the development and confirmation of definitions, tools and processes related to the evaluation systems for teachers and administrators.
- Plan and facilitate training for teachers, principals, assistant principals and designated evaluators to understand the evaluation system to include the quality standards, evaluation processes, reporting tools.
- Assist principals and K-12 Executive Directors in monitoring implementation of the new evaluation system at schools.
- Research best instructional practices and ensure that these practices represent definitions of effectiveness in the quality standards for performance.
- Plan and facilitate meetings.
- Build capacity at all levels: teachers, assistant principals, principals, and designated evaluators to plan and develop building level professional development.
- Produce/manage the District Evaluation Website, including FAQs, training videos, online rubric resources, Committee minutes, etc.
- Perform other duties as assigned.
- Participate on district committees; create Tiger Teams as needed, with the expertise to support the implementation (i.e., presentations, training) of the District evaluation system and the continued development, evolution, and transparency of the system.
- Report bi-monthly to the Assistant Superintendent regarding implementation progress, challenges, and the identification of improvements made by use of the evaluation tool.
- Manage requests for information and reports required and requested of Colorado Springs School District 11 and all identified internal and external partners.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrated ability to interpret and organize data
- Demonstrated ability to reach consensus on instruction that benefits student achievement
- Demonstrated ability to work well with adult learners
- Demonstrated ability to Supervise others
- 

**QUALIFICATIONS**

- MA degree and at least 5 years of successful teaching experience, and/or school leadership; and educator evaluation experience
- Active teaching license issued by the State of Colorado, Principal or

JOB TITLE

JOB DESCRIPTION

Administrator’s License and valid Colorado driver’s license.

- Must be “highly qualified” according to the Colorado definition of a “Highly Qualified” teacher under the No Child Left Behind Act (effective January 1, 2004 for current teachers and 2002-03 for newly hired teachers)
- Must be recommended by his/her current principal or supervisor
- Demonstrated expertise in content, curriculum development, student achievement, and assessment.
- Excellent communication and interpersonal skills
- Excellent time management and organizational skills
- 
- **ORGANIZATIONAL RELATIONSHIPS**
- 
- Reports to Assistant Superintendent of Personnel Support Services
- Central Office Personnel in the various departments of: Grants, Title I, English as a Second Language, Special Education, Human Resources, Information Technology, Educational Data Support Services, Procurement, K-12, Achievement, Learning & Leadership, Professional Development, Payroll, Finance and Superintendent
- Colorado Springs Education Association
- School Principals and Assistant Principals
- School certified and educational support personnel
- Students, parents, support staff, principals, district level administrators, district level coaches, teachers, community members and State level leaders

**WORKING CONDITIONS**  
Work is performed in a central office, school, and community environment.

**PHYSICAL DEMANDS**  
The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards, and a calculator. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS**  
Exempt

**WORK YEAR**  
260 Days

Director of Employee Benefits & Risk Management

### **SUMMARY OF FUNCTION**

Administers and directs the District's Employee Benefits, Risk Management and Safety Programs. Reviews and updates all Employee Benefits and Risk Management Policies following the district's process. A supportive participant of Employee Benefits, Talent Management (HR) and Risk Management executive team striving toward excellence in customer service.

### **ESSENTIAL JOB FUNCTIONS**

- Overall strategic planning for the district's health insurance program.
- Manages and administers the district's leave program, health insurance programs, including employee benefits and wellness and the risk management and safety programs.
- Performs financial analyses and assessments in support of decision-making processes
- Oversight and management of the Employee Benefits, Leave Office, Risk Management, and Safety quarterly KPI reporting
- Serves as the chairperson to the District Employee Benefits Insurance Committee, Executive Litigation Committee, and the Sick Leave Bank Committee.
- Develop and present as required recommendations to the Board of Education
- Provides support to meet and confer processes, as needed
- Coordinates the annual Employee Benefits and Risk Management departmental budget development process
- Responds to requests for information in support of the district's annual financial audit
- Monitors and provides accurate, timely reports concerning ongoing or potential litigation and/or disputes for all matters that are assigned to the department by District leadership
- Monitors new legislation and remains informed regarding all laws and regulations applicable to Employee Benefits, Employee Leaves, Risk Management and Safety.
- Monitors and responds to inquiries as needed regarding the comprehensive District safety and accident prevention programs
- Develops and/or recommends approval of effective and efficient policies and procedures for areas of responsibility
- Manages all departmental matters in a manner that is fiscally prudent, financially responsible and sensitive to employees and other customers
- Works collaboratively with other departments to be proactive to avoid and/or problem solve issues
- Develops, negotiates, coordinates and oversees all contract services necessary to support employee benefits and wellness and/or other District insurance programs
- Works with District Procurement team and broker partner on consultant agreements, RFP's, consultant agreements, contract renewal documents, and rate renewal negotiations.
- Represent the District on community health care forums and committees.
- Provides leadership to Employee Benefits, Risk Management and Safety teams.

### **OTHER DUTIES**

Performs related duties as assigned

### **KNOWLEDGE, ABILITIES AND SKILLS**

JOB TITLE

JOB DESCRIPTION

- Knowledge of employee benefits and wellness programs, insurance, risk management, safety and emergency management
- Knowledge of Employee Leave principles and practices.
- Knowledge of applicable laws, rules, and regulations governing FMLA, LOA, HFWA
- Ability to plan and direct effective risk management and Talent Management programs.
- Ability to supervise professional, technical and support staff
- Ability to analyze situations and take or recommend appropriate actions
- Ability to lead the work of teams, committees and work groups as assigned
- Ability to communicate effectively, with all levels in the organizations as well as the community
- Ability to communicate effectively and work cooperatively with others.

**QUALIFICATIONS**

- Bachelor's degree in benefits administration, human resources or related field or work equivalent
- Five years of progressively responsible experience administering insurance and/or employee benefits and wellness programs in a local government environment
- Five years of human resources management experience preferred.
- Educational experience will be considered.
- PHR/SPHR preferred.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Chief Resource Officer

**WORKING CONDITIONS**

The work is primarily performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Director of Evaluation

SUMMARY OF FUNCTION

Develops and directs program evaluation.

ESSENTIAL JOB FUNCTIONS

- Supervises and conducts evaluation research studies of district procedures and policies. Defines study objectives, design data collection procedures and instruments, analyzes data, forms conclusions and recommendations and provides written and oral reports to Board of Education, Cabinet and staff
- Supervises student data systems for state and federal mandated reports
- Trains and monitors staff and citizen volunteers in state required accountability/accreditation processes
- Provides technical assistance to building principals regarding required accountability surveys of parents, students and staff
- Facilitates district committees
- Attends sessions, conducts associated research or provides other related assistance
- Facilitates goal attainment, consensus and effective group climate
- Develops, plans, implements and evaluates district response to state mandated programs and new legislation
- Reads legislation for interpretation and development of district policy goals
- Prepares information for district strategic planning including school facility needs
- Supervises production of student enrollment projections for revenue and staff planning
- Provides technical assistance to curriculum committees regarding student achievement measures, staff surveys and evaluation study design and implementation
- Screens outside research requests for review by the Department Advisory Council
- Reviews literature searches conducted for staff by outside agency
- Performs other miscellaneous research functions
- Performs administrative duties such as budget supervision, facilities/equipment planning, establishing department procedures, staff meetings, responding to general information requests and maintaining professional relationships

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of program evaluation concepts, methods and techniques and their application to public school administration
- Ability to plan and direct effective program evaluation procedures for the District
- Ability to perform statistical and other quantitative analyses of data
- Ability to perform sound analysis of data and research processes and take or recommend appropriate actions regarding such matters
- Ability to use statistical, database and spreadsheet software effectively
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

QUALIFICATIONS

- Ph.D. in education or social science research
- Four years experience in education research or program evaluation

ORGANIZATIONAL RELATIONSHIPS

JOB TITLE

JOB DESCRIPTION

Reports to Executive Director Planning and Evaluation. Supervises department staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

JOB TITLE

JOB DESCRIPTION

Director of Facilities

SUMMARY OF FUNCTION

Manages and supervises the maintenance, repair, and building management of district facilities and real estate.

ESSENTIAL JOB FUNCTIONS

- Manages and establishes standards to ensure overall quality and productivity within the facilities maintenance, repair and building management functions
- Identifies, coordinates, and implements improvements in processes, equipment, capabilities, and organizational work alignments
- Oversees and participates in the development of long-range maintenance plans
- Establishes the custodial services level of service and resources school-based staffs to meet this standard
- Supervises the district's hazardous materials management program
- Supervises efforts related to asbestos (AH ERA and Colorado Regulation 8) assessments, reviews and abatements
- Performs supervisory and administrative tasks related to personnel
- Assesses need for new/temporary positions; selects or assists with selection; reviews performance of assigned personnel; and reviews and makes recommendations for personnel actions
- Develops, maintains, manages and monitors various budgets and budget execution plans for the related functions and funds
- Proactively responds to requests for assistance, especially from building principals, concerning facilities issues
- Makes oral and written reports to the Superintendent and the Board of Education
- Develops policy and regulations regarding areas of responsibility
- Functions as a functional area expert within their professional discipline and specialties

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the concepts, methods and techniques of facilities maintenance, operations, and repairs
- Knowledge of applicable codes, laws, rules and regulations governing maintenance and operations of district facilities
- Ability to lead, supervise and manage maintenance trades and craft personnel
- Ability to plan, organize and direct building management and custodial services
- Ability to lead the work of teams, committees and work groups and to work cooperatively with other
- Ability to communicate effectively

QUALIFICATIONS

- Bachelor's degree in engineering, architecture or related field and at least five years of relevant experience in the field of facilities operations, maintenance, repair and construction; or
- At least ten years of progressively greater responsibility and experience in the field of facilities operation, maintenance, repair or construction

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director, Facilities, Operations and Transportation.

WORKING CONDITIONS

The work is performed in a typical office environment.

**JOB TITLE****JOB DESCRIPTION****PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 40 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK YEAR**

260 Days

**FLSA STATUS**

Exempt

Director of Fiscal Services

**SUMMARY OF FUNCTION**

Oversees financial functions of the District including financial reporting, accounts payable, accounts receivable, internal audit, payroll and fixed assets.

**ESSENTIAL JOB FUNCTIONS**

- Supervises the Department of Fiscal Services (incl. Payroll) in its daily operations
- Manages accounting plans and procedures to include chart of accounts for District's fund accounting
- Coordinates the development of Comprehensive Annual Financial Reports (CAFR), including audit work paper preparation.
- Acts as liaison to Board's Audit Committee and external auditors as necessary
- Responsible for the District's cash management programs, including investments of District's funds in accordance with Board policy and state statutes
- Prepares interim investment reports for submission to the Board of Education
- Prepares the cash flow analyses (actual and budget)
- Reviews interim financial reports on a monthly& quarterly basis for submission to the Board of Education & other stakeholders
- Oversees the District Financial Transparency website in accordance with State statutes
- Reports unusual variances and notes exceptional trends
- Prepares reconciliation of financial accounts as needed
- Assists departments/functions with accounts and balances
- Responsible for the District's financial records retention to include the system for efficient assimilation, reproduction and retention
- Prepares reports and monitors compliance with revenue and spending limitations and pledging requirements contained in Article X, Section 20 of the Colorado Constitution (Amendment 1) limitations and calculations affecting a variety of accounting and financial reporting applications
- Acts as a liaison to the budget department regarding budget development and accounting processes
- Supervises reconciliation of the District's cash accounts, including balancing, reporting and administration
- Monitors internal controls and safeguarding of assets issues and makes recommendations for improvements to Deputy Superintendent/Chief Financial Officer
- Supervises internal audit and school financial training
- Develops, implements and maintains accounting/finance related policies and procedures
- Acts as a liaison to schools and departments regarding a wide variety of accounting and payroll matters and works to cooperatively provide a system of accountability and efficiency
- Responsible for CDE-3, CDE-40 and various other state mandated reports for timely submission to the Colorado Department of Education

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Mastery of accounting principles and practices as applied to the financial management& reporting of public schools
- Knowledge of computerized accounting and financial management systems
- Ability to direct accounting and financial reporting functions of the District
- Ability to supervise the work of technical and support staff
- Ability to use standard spreadsheet software fluently
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups

JOB TITLE

JOB DESCRIPTION

- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field
- Ability to act ethically and responsibly in all financial matters

**QUALIFICATIONS**

- Bachelor's degree in accounting or related field
- Certified Professional Accountant and/or MBA
- Five years of progressively responsible experience in accounting, government preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Deputy Superintendent/Chief Financial Officer and supervises staff of the Fiscal Services Department.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Director of Food and Nutrition Services

**SUMMARY OF FUNCTION**

Provide leadership and guidance to team. Coach, enhance, and lead a self-directed workforce that plans, directs and delivers reimbursable meal, a la carte, catering, and nutrition education services for staff, parents, students, and external customers.

Provide leadership and management of department resources, including financial and human resources.

**ESSENTIAL JOB FUNCTIONS**

- Facilitate development, implementation and monitoring of business plan for Food& Nutrition Services
- Manages the budget by increasing revenue and controlling costs, reviewing financial statements and tracking operating expenses
- Maintains kitchen and storage facilities to meet/exceed sanitary conditions; monitors internal quality assurance and food safety audit process (including HACCP recordkeeping)
- Prepares and updates statistical reports to ensure compliance with federal, state, local regulations and CSSD11 policies and procedures
- Establishes a safe work environment for employees by facilitating safety audits and inspections, conducting safety-related training, and maintaining on-going communications with employees
- Provide vision, leadership, coaching and counseling to the Food& Nutrition Services department
- Facilitate design and implementation of decisions, policies, procedures and systems that comply with federal, State, Local and Board laws or directives for Food& Nutrition Services
- Foster effective external and internal communication, nutrition education and customer service for Food& Nutrition Services
- Coordinate the effective identification, assignments, direction, evaluation, development, re-mediation and termination of human resources
- Coach team in development, implementation and evaluation of strategic and continuous improvement plans for Food& Nutrition Services
- Coach Food& Nutrition Services in effective allocation and use of department physical and material resources
- Facilitate professional growth and development of the Food& Nutrition Services department
- Facilitate identification, testing, implementation, and evaluation of new technology and food and beverage trends in Food& Nutrition Services
- Coordinate development of Food& Nutrition Services facility templates and equipment schedules for new and renovated schools
- Facilitate development of equipment priority schedules and submittal of purchase requests for Food& Nutrition Services
- Facilitate development of technical specification and requisitions for purchase of capital equipment, small equipment, food and expendable items for Food& Nutrition Services Department
- Coordinate, facilitate and/or serve on a variety of committees

**OTHER DUTIES**

- Performs other duties as assigned
- Act as Contracting Officer's Technical Representative for various vendor and service contracts

**KNOWLEDGE, ABILITIES AND SKILLS**

- Basic accounting and microcomputer skills
- Advanced skills in personnel management, budget development, conflict resolution, organizational and planning, report writing, information analysis, strategic planning, marketing, nutrient analysis
- Able to provide reports to Chief Financial Officer
- Ability to organize, assign, direct and inspect work of subordinates and

JOB TITLE

JOB DESCRIPTION

- exercise good judgment in evaluating situations and making decisions
- Possess ability to speak before large and small groups and organizations
  - Familiar with electronic point of sale software systems
  - Knowledge of operation and specifications of commercial kitchen equipment
  - Continuous Improvement tools

**QUALIFICATIONS**

Bachelor's degree, or equivalent educational experience, with academic major in specific areas;\*

OR

Bachelor's degree in any academic major, AND a State-recognized certificate for school nutrition directors;

OR

Bachelor's degree in any major AND at least five years of experience in management of school nutrition programs.

\* Specific majors/areas of concentration: food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Chief Financial Officer.

**WORKING CONDITIONS**

Work is performed in an area that is adequately lighted and ventilated.

**PHYSICAL DEMANDS**

Specific physical characteristics and abilities are required to perform the work, such as above-average agility and dexterity; and long period of walking, standing, bending or carrying moderately heavy items.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Director of Grants

**SUMMARY OF FUNCTION**

Facilitates grant pursuit for District 11, including research, project planning and design, budget development and proposal writing/editing. Acts as the District's compliance officer for grants, including monitoring fiscal and programmatic administration of grants. Serves as resource person to District staff regarding Federal/State assistance programs and other grant programs.

**ESSENTIAL JOB FUNCTIONS**

- Directs all appropriate local/state/federal grant-funded program activities
- Develops, publishes, and updates procedures for effective operation
- Assigns staff with special projects as necessary staff responsibilities
- Ensures collaboration with other district programs is considered when working on special projects
- Represents district at official meetings of state/federal programs
- Liaises with grantors on behalf of District projects
- Ensures that eligible non-public schools are afforded project opportunities
- Facilitates grant funding research and reviews funding opportunities on request
- Assumes responsibility as the authorized representative for the District
- Plans for grant program management
- Oversees annual planning for all grants and associated budgets
- Establishes internal deadlines for application submission and reports
- Fosters project development and design
- Reviews and approves applications and funding sources
- Facilitates grant proposal approvals by impacted District 11 departments and schools as well as the superintendent prior to proposal submittal
- Edits grant proposals and facilitates the writing of proposals
- Submits grant proposals
- Coaches / trains staff in grant pursuit and management
- Coordinates projects and advises appropriate district personnel
- Ensures compliance with state/federal laws and regulations and other funded guidelines and instructs District 11 staff regarding grants fiscal and programmatic compliance
- Maintains knowledge of legal and regulatory changes related to externally funded programs
- Establishes and maintains fiscal record keeping systems for appropriate grant projects
- Establishes procedures to ensure account strings and amounts accurately reflect grant budget categories
- Establishes procedures to ensure grant expenditures are allowable, allocable, reasonable and adequately documented
- Ensures all Designated Purpose Grant Fund (Fund 22) accounting charges are monitored and any discrepancies are resolved
- Ensures fiscal and programmatic reports are submitted to funding agencies
- Establishes and maintains record and asset management procedures
- Reviews and approves annual fund allocations and budgets
- Works with project teams to develop and revise budgets
- Negotiates budgets and budget revisions with program officials
- Monitors spend-down of grants
- Develops, publishes, interprets, and updates policies needed for effective planning, operation and administration
- Completes departmental reports
- Supervises and evaluates staff
- Directs and oversees work assigned to staff

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

JOB TITLE

JOB DESCRIPTION

- Knowledge of grant funded programs and their requirements. Knowledge of federal and state compliance issues related to grant funded programs
- Knowledge of program administrative procedures including program planning, implementation, monitoring and evaluation
- Ability to plan, organize, write, and direct grant (Formula and competitive grants) funded programs for the District
- Ability to supervise the work of professional, technical and support staff
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field
- Ability to use technology
- Ability to facilitate grant writing
- Knowledge of accounting procedures

**QUALIFICATIONS**

- Master's Degree preferred or equivalent years of experience
- Five years of administrative experience
- Experience with state or federally funded programs preferred
- Experience with grant writing preferred
- Colorado Administrator Licensure or eligibility preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Deputy Superintendent, Personnel Support Services

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Director of Humanities

## SUMMARY OF FUNCTION

The Director of K-12 Humanities is responsible for overseeing the English Language Arts (ELA) and Social Studies programs for K-12th grade within the district. This role involves providing leadership, guidance, and support to teachers, curriculum development, implementation, and assessment, as well as ensuring alignment with state standards and educational best practices. Additionally, the director is tasked with overseeing the District Major Improvement Strategies (MIS) and overarching district initiatives, utilizing assessment data and district-prioritized MIS work to select and differentiate professional development (PD) offerings for schools.

## ESSENTIAL JOB FUNCTIONS

- **Curriculum Development:** Collaborate with Facilitators, TOSAs, and instructional staff to identify criteria and purchase comprehensive ELA and Social Studies curricula that meet the diverse needs of students at all grade levels. Assist the Executive Director with the Request for Proposal (RFP) processes for curriculum materials and resources, ensuring alignment with district standards and priorities.
- **Instructional Leadership:** Provide ongoing support and professional development opportunities for teachers to enhance their instructional practices in ELA and Social Studies, prioritizing areas identified through assessment data and district MIS work.
- **Data-Driven Instruction:** Implement strategies for data-driven instruction to monitor student progress and inform instructional decision-making. Utilize assessment data to help facilitators guide teachers with instructional adjustments and interventions, ensuring alignment with district priorities and initiatives.
- **Resource Management:** Assist with program budgets, resources, including textbooks, instructional materials, and technology tools, to support effective teaching and learning in ELA and Social Studies, aligning resource allocation with district priorities and initiatives.
- **Stakeholder Engagement:** Collaborate with parents, community members, and other stakeholders to promote a shared vision for humanities education and ensure alignment between school and community expectations, incorporating district MIS priorities into stakeholder engagement efforts.
- **Professional Learning Communities:** Collaborate and direct facilitators and TOSAs to engage in and facilitate professional learning communities (PLCs) to promote collaboration, reflection, and continuous improvement among humanities educators, tailoring PD offerings to address district-prioritized MIS work and individual school needs.
- **Compliance and Accountability:** Collaborate with Executive Director to ensure compliance with state standards, district policies, and legal requirements related to ELA and Social Studies education, maintaining accountability for student achievement in these subject areas while aligning efforts with district MIS priorities.

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## OTHER DUTIES

Other duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Strong understanding of ELA and Social Studies content and pedagogy.
- Excellent leadership, communication, and interpersonal skills.
- Ability to analyze data and use it to drive instructional decisions, particularly in the context of district MIS priorities.
- Experience in curriculum development, implementation, and evaluation.
- Knowledge of instructional technology tools and their integration into humanities instruction.

JOB TITLE

JOB DESCRIPTION

- Familiarity with educational trends, research, and best practices in ELA and Social Studies education, with a focus on district MIS priorities.
- Capacity to build collaborative relationships with diverse stakeholders, including teachers, administrators, parents, and community members, integrating district MIS priorities into stakeholder engagement efforts.

QUALIFICATIONS

- Master's degree in ELA, Social Studies, Education, Curriculum and Instruction, or a related field.
- Minimum of five years of teaching experience in ELA and/or Social Studies at the K-12 level.
- Administrative or leadership experience in curriculum development or instructional coaching preferred.
- Principal License preferred.
- Supervisory experience preferred.

ORGANIZATIONAL RELATIONSHIPS

Reports to the Executive Director of Curriculum and Instruction in the Academics Department. Supervises assigned staff.

WORKING CONDITIONS

The work is performed in a typical office/classroom environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects.

FLSA STATUS

Exempt

WORK YEAR

260 Days

JOB TITLE

JOB DESCRIPTION

Director of Information Systems (MIS)

SUMMARY OF FUNCTION

Develops and implements goals and objectives for the MIS department. Oversees the operation of the department in order to provide effective data processing services to the district.

ESSENTIAL JOB FUNCTIONS

- Directs department activities and objectives
- Sets departmental priorities to meet district needs
- Oversees department operations to insure effective use of departmental resources in meeting objectives
- Establishes departmental policies and procedures
- Initiates, coordinates and oversees the development and planning of projects for the department
- Supervises department leaders and staff in coordination and implementing project objectives
- Oversees the daily operation of the department in the areas of programming, DBA, operations and support
- Establishes work unit goals in line with broader departmental or project objectives and monitors related progress
- Represents the department in district affairs
- Communicates with district management regarding departmental issues
- Performs personnel related functions for the department
- Hires, trains, evaluates and counsels department employees
- Oversees staff in the performance of assigned duties
- Contacts and coordinates with vendors and outside resources as needed
- Assists in planning departmental budget
- Oversees departmental spending to insure compliance within budgeting constraints

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of data processing principles, concepts and practices as applied to the management of large central data processing service
- Knowledge of the information processing requirements of public schools
- Ability to direct the operations of a large central data processing center serving the District
- Ability to supervise professional, technical and support staff
- Ability to perform sound data processing and related administrative analysis and take or recommend appropriate actions regarding such matters
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

QUALIFICATIONS

- Bachelor's degree in computer science or related field
- Eight years of progressively responsible experience in data processing in an educational environment

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director, Information Services and supervises department staff.

WORKING CONDITIONS

The work is performed in a typical office environment.

JOB TITLE

JOB DESCRIPTION

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

## JOB TITLE

## JOB DESCRIPTION

Director of Instructional Supports Svcs  
(Grants)

## SUMMARY OF FUNCTION

Researches, plans, develops and writes proposals/applications for federal, state and locally funded projects. Monitors fiscal and instructional administration relative to the implementation of funded projects housed in District Eleven. Serves as resource person to district staff regarding Federal/State assistance programs.

## ESSENTIAL JOB FUNCTIONS

- Directs all appropriate local/state/federal funded program activities
- Develops, publishes, and updates procedures for effective operation
- Assigns special project staff responsibilities and insures special project office coordination with other district programs
- Establishes and maintains fiscal record keeping systems for all projects
- Insures accounting office charges are monitored and resolved and instructs accounting office regarding budgetary accounts and final fiscal reports to funding agencies
- Represents district at official meetings of state/federal programs
- Ensures that eligible non-public schools are afforded project opportunities
- Assumes responsibility as the authorized representative for the District
- Plans for program management
- Oversees annual planning
- Establishes internal deadlines for application submission and reports
- Reviews and approves applications and funding sources
- Coordinates projects and advises appropriate district personnel
- Ensures compliance with state/federal laws and regulations
- Maintains knowledge of legal and regulatory changes
- Establishes and maintains record management procedures
- Reviews and approves annual fund allocations and budgets and negotiates budgets with program officials
- Coordinates cost factors, receipts and budget administration with accounting
- Oversees policy administration
- Reviews applicable laws, regulations and guidelines governing externally funded programs
- Develops, publishes, interprets and updates policies needed for effective planning, operation and administration
- Monitors legal compliance of parent involvement activities
- Provides technical assistance to parents and community organizations
- Distributes project information
- Plans and conducts informational meetings
- Schedules and publicizes required hearings
- Supervises and evaluates staff
- Directs and oversees work assigned to subordinates

## OTHER DUTIES

- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of grant funded programs and their requirements
- Knowledge of program administrative procedures including program planning, implementation, monitoring and evaluation
- Ability to plan, organize and direct grant (Formula and competitive grants) funded programs for the District
- Ability to supervise the work of professional, technical and support staff
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field
- Ability to use technology

JOB TITLE

JOB DESCRIPTION

- Ability to facilitate grant writing
- Knowledge of accounting procedures

QUALIFICATIONS

- Master's degree in Education, Administration or Business Service
- Five years of administrative experience.
- Experience with state or federally funded programs preferred
- Colorado Administrator Licensure or eligibility preferred
- Experience with federal programs preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director, Instructional Services. Supervises staff of the unit.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

JOB TITLE

JOB DESCRIPTION

Director of MIS

SUMMARY OF FUNCTION

Develops and implements goals and objectives for the MIS department. Oversees the operation of the department in order to provide effective data processing services to the district.

ESSENTIAL JOB FUNCTIONS

- Directs department activities and objectives
- Sets departmental priorities to meet district needs
- Oversees department operations to insure effective use of departmental resources in meeting objectives
- Establishes departmental policies and procedures
- Initiates, coordinates and oversees the development and planning of projects for the department
- Supervises department managers and staff in coordination and implementing project objectives
- Oversees the daily operation of the department
- Establishes work unit goals in line with broader departmental or project objectives
- Monitors related progress
- Represents the department in district affairs
- Communicates with district management regarding departmental issues
- Performs personnel related functions for the department
- Hires, trains, evaluates and counsels department employees
- Oversees staff in the performance of assigned duties
- Contacts and coordinates with vendors and outside resources as needed
- Prepares and plans departmental budget
- Oversees departmental spending to insure compliance within budgeting constraints

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of data processing principles, concepts and practices as applied to the management of large central data processing service
- Knowledge of the information processing requirements of public schools
- Ability to direct the operations of a large central data processing center serving the District
- Ability to supervise professional, technical and support staff
- Ability to perform sound data processing and related administrative analysis and take or recommend appropriate actions regarding such matters
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

QUALIFICATIONS

- Bachelor's degree in computer science or related field
- Eight years of progressively responsible experience in data processing

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director, Division of Data and Technology Systems. Supervises department staff.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

JOB TITLE

JOB DESCRIPTION

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Director of Math and Science

## SUMMARY OF FUNCTION

The Director of K-12 Math and Science is responsible for overseeing the mathematics and science programs for K-12th grade within the district. This role involves providing leadership, guidance, and support to teachers, curriculum development, implementation, and assessment, as well as ensuring alignment with state standards and educational best practices. Additionally, the director is tasked with overseeing the District Major Improvement Strategies (MIS) and overarching district initiatives, utilizing assessment data and district-prioritized MIS work to select and differentiate professional development (PD) offerings for schools.

## ESSENTIAL JOB FUNCTIONS

- **Curriculum Development:** Collaborate with Facilitators, TOSAs, and instructional staff to identify criteria and purchase comprehensive math and science curricula that meet the diverse needs of students at all grade levels. Assist the Executive Director with the Request for Proposal (RFP) processes for curriculum materials and resources, ensuring alignment with district standards and priorities.
- **Instructional Leadership:** Provide ongoing support and professional development opportunities for teachers to enhance their instructional practices in math and science, prioritizing areas identified through data-driven instruction and district MIS work.
- **Data-Driven Instruction:** Provide strategies to Direct Reports for data-driven instruction in order to monitor student progress and inform instructional decision-making. Utilize assessment data to have facilitators guide teachers with instructional adjustments and interventions, ensuring alignment with district priorities and initiatives.
- **Resource Management:** Assist with program budgets, resources, including textbooks, instructional materials, and technology tools/labs, to support effective teaching and learning in math and science, aligning resource allocation with district priorities and initiatives.
- **Stakeholder Engagement:** Collaborate with parents, community members, and other stakeholders to promote a shared vision for mathematics and science education and ensure alignment between school and community expectations, incorporating district MIS priorities into stakeholder engagement efforts.
- **Professional Learning Communities:** Collaborate and direct facilitators and TOSA to engage in and facilitate professional learning communities (PLCs) to promote collaboration, reflection, and continuous improvement among math and science educators, tailoring PD offerings to address district-prioritized MIS work and individual school needs.
- **Compliance and Accountability:** Collaborate with Executive Director to ensure compliance with state standards, district policies, and legal requirements related to math and science education, maintaining accountability for student achievement in these subject areas while aligning efforts with district MIS priorities.

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## OTHER DUTIES

Other duties as assigned.

## KNOWLEDGE, ABILITIES AND SKILLS

- Strong understanding of mathematics and science content and pedagogy.
- Excellent leadership, communication, and interpersonal skills.
- Ability to analyze data and use it to drive instructional decisions, particularly in the context of district MIS priorities.
- Experience in curriculum development, implementation, and evaluation.
- Knowledge of instructional technology tools and their integration into

JOB TITLE

JOB DESCRIPTION

math and science instruction.

- Familiarity with educational trends, research, and best practices in math and science education, with a focus on district MIS priorities.
- Capacity to build collaborative relationships with diverse stakeholders, including teachers, administrators, parents, and community members, integrating district MIS priorities into stakeholder engagement efforts.

QUALIFICATIONS

- Master's degree in Education, Mathematics, Science, Curriculum and Instruction, or a related field.
- Minimum of five years of teaching experience in mathematics and/or science at the K-12 level.
- Administrative or leadership experience in curriculum development or instructional coaching preferred.
- Principal License preferred.
- Supervisory experience preferred.

ORGANIZATIONAL RELATIONSHIPS

Reports to the Executive Director of Curriculum and Instruction in the Academics Department. Supervises assigned staff.

WORKING CONDITIONS

The work is performed in a typical office/classroom environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Director of Network Infrastructure and Telecommun

**SUMMARY OF FUNCTION**

Develops and implements goals and objectives for the networking and telecommunications departments. Oversees the complete operation of the department to provide effective networking and telecommunications services to the District. Responsible for all actions pertaining to networking and telecommunications from the data center to the desktop/laptop and the phone instrument

**ESSENTIAL JOB FUNCTIONS**

- Directs department activities and objectives
- Oversees the daily operation of the department
- Manages and plans all budget functions for the department
- Establishes priorities for personnel to effectively manage resources
- Establishes department goals in line with District goals
- Manages all personnel within the department; interacts daily with all personnel
- Hands-on Director who works in schools and Central Admin
- Responsible for and oversees all network applications including, but not limited to, network security, cybersecurity, data backups, network filtering, internet access, intrusion detection and protection, and data storage
- Hires, trains, evaluates and counsels department person
- Oversees staff in daily activities
- Main point of contact for vendors for networking and telecommunications
- Works effectively with many other District departments
- Works closely with school personnel to manage the networking infrastructure
- Manages numerous contracts pertaining to networking and telecommunications

**OTHER DUTIES**

Performs related duties or any other needed function as assigned

**KNOWLEDGE, ABILITITES, AND SKILLS**

- Excellent knowledge of Networking and Telecommunications principles and functions as pertains to a large enterprise network
- Excellent knowledge of fiber optics and switching capabilities
- Expert knowledge of a large network and the various interactions within the data center
- Ability to manage and direct the operations of a large Network/Telco operation
- Outstanding ability to troubleshoot network issues and find quick resolutions to minimize downtime
- Responsible for entering e-rate applications annually and monitoring all work and then certifying it in compliance with e-rate rules.
- Oversees network filtering in compliance with CIPA regulations
- Oversees all network security to include IPS, IDS and cybersecurity.
- Ability to manage personnel effectively
- Ability to manage scarce budgets and make accurate decisions regarding the Network
- Ability to analyze trade-offs/gains when making network decisions
- Ability to keep up with advances in technology and the implication for the District
- Hands-on Director who knows the complete system from the wall jack through the switches to the fiber rings to the internet
- Ability to work cooperatively with various groups

JOB TITLE

JOB DESCRIPTION

- Ability to communicate effectively

**QUALIFICATIONS**

Master's degree in Systems Management, Computer Science or a related Field; alternatively, Bachelor's Degree in Systems Management, Computer Science or a related field and 10 years progressively related experience in Networking/Telecom

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Assistant Superintendent/CIO of Technology Services

**FLSA STATUS**

Exempt

**WORK DAYS**

260 Days

Director of Professional Development

**SUMMARY OF FUNCTION**

Provide leadership, guidance, and support in organizing, coordinating, facilitating and implementing aligned professional development opportunities and manage the day to day operations of the *Tesla Professional Development Center*.

**ESSENTIAL JOB FUNCTIONS**

- Plan, direct, and supervise professional development offerings and activities, to include workshops, staff development days, special training initiatives, and mandated trainings.
- Provide a targeted Professional Development plan for the District that supports the District's mission, vision and District strategic goals
- Consult with administrators, teachers, ESP and others to provide relevant professional development opportunities that help to grow staff
- Consult with Instruction, Curriculum and Student Services in development and approval of professional development opportunities for specific curriculum content areas
- Provide support to schools in the implementation of quality professional development aligned with school improvement plans
- Evaluate professional development opportunities to ensure alignment with district strategic plan and improvement of student achievement
- Facilitate and support the designing of and coordination for the delivery of learning opportunities that meet identified and aligned professional development needs
- Market and communicate professional development opportunities and information via the Professional Development website and weekly email to encourage participation in upcoming professional development initiatives and activities
- Assist employees on re-licensure guidelines and arranges for re-licensure hours for those employees attending professional development activities
- Oversee, manage and review the professional development budget to align with district needs
- Oversee purchasing and maintenance of professional development materials and equipment at the District's professional development center
- Oversee program administration and budget management for Title IIA funds
- Oversee the Induction Program (Teachers and Administrators), National Board Certification and Teachers Coaching Teachers (TCT) Program
- Coordinate new employee orientations and district back to school professional development events
- Oversee the maintenance of an electronic database containing records of professional development opportunities
- Supervise Administrative Assistants, Educational Support Professionals (ESP) including Custodial, Training Coordinator, Induction Coaches, and Teacher Coaching Teachers (TCT) team
- As the Contracting Officer Technical Representative (COTR), manages and oversees selected Professional Development outsourced for District wide availability; ensures requirements are met, deliverables are received, and contracted work is performed within budget.

**OTHER DUTIES**

Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of professional development best practices/standards related to educational delivery systems
- Knowledge of Standards for Professional Learning that outline the characteristics leading to effective teaching practices, supportive leadership,

JOB TITLE

JOB DESCRIPTION

and improved student results

- Knowledge of federal grant Title IIA rules, regulations and requirements
- Knowledge of technology applications such as Word, Excel, PowerPoint
- Ability to provide leadership to the District in professional development
- Ability to design and coordinate the delivery of learning opportunities that meet identified and aligned professional development needs
- Ability to effectively facilitate groups
- Ability to communicate effectively in both written and spoken form
- Ability and experience working cooperatively with people, individually and in groups
- Ability to maintain confidentiality

**QUALIFICATIONS**

- Master's degree in Education or related field
- Appropriate state certification for supervision and evaluation of certified staff
- 5 years of successful classroom and/or school level experience
- Experience in supervising and managing professional development opportunities- preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Deputy Superintendent of Personnel Support Services.  
Supervises and evaluates assigned staff

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light to moderate physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach; hold; grasp and turn objects; and use fingers to operate computer or keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK YEAR**

260 Days

**FLSA STATUS**

Exempt

Director of Research

**SUMMARY OF FUNCTION**

Directs program evaluation, including design, development, analysis and data interpretation for school and business environments; provides analysis of relevant educational data for use in school settings; provides accountability and accreditation data assistance to the Board of Education, schools and administrative services, including but not limited to assistance in conducting surveys and support and analysis of system wide data collection and analysis needs, using a Continuous Improvement model.

**ESSENTIAL JOB FNCTIONS**

- Supervises and conducts evaluation and research studies of district procedures and policies
- Clarifies program goals, defines evaluation questions, designs data collection and analysis procedures, analyzes data, and provides written and oral reports to the Board of Education, Cabinet and other staff as appropriate
- Supervises, implements, and reports results of evaluations of pilot projects
- Facilitates district committees; attends sessions, conducts associated research or provides other related assistance
- Facilitates goal attainments, consensus and effective group climate in committee work
- Provides technical assistance to curriculum committees regarding student achievement measures, staff surveys and evaluation student design and implementation
- Provides technical assistance to building and central staff and building and district accountability committees regarding required information needs, accountability surveys, and other data collection instruments utilizing Continuous Improvement strategies for use with parents, students, community and staff
- Develops/selects appropriate data analyses to meet a variety of district, school and classroom needs
- Analyzes data related to progress with respect to program goals, including costs/resource expenditures; assists in the design of accountability procedures for determining progress of individual schools towards academic and other goals
- Provides assessment consultation assistance to schools and central administration on research/assessment/evaluation/data analysis applications
- Analyze data and report results using appropriate statistical methods using statistical packages (SPSS, and relational database software)
- Conducts training and consultation for staff members in developing evaluation systems for grant applications
- Plans supervises and conducts data collection to provide feedback on performance for select staff, as requested by the Board of Education other organizations such as CSEA, analyzes data and presents oral and written reports as requested

**OTHER DUTIES**

- Performs duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Experience in conducting effective research, and evaluation on a large-scale basis
- Advanced skills in qualitative and quantitative statistical analysis
- Knowledge of program evaluations concepts, methods and techniques and their applications to public school administration
- Ability to use statistical, database, survey and spreadsheet software effectively
- Ability to lead the work of teams, committees and work groups effectively
- Ability to communicate effectively

JOB TITLE

JOB DESCRIPTION

- Ability to work cooperatively with others

QUALIFICATIONS

- Doctorate in educational evaluation, measurement, and statistics preferred; Certification in educational field preferred; Masters' Degree in relevant field required
- Four years experience in educational research or educational program evaluation required; public school experience preferred
- Knowledge of Continuous Improvement Criteria preferred
- Measurement (Classical& IRT) background a plus

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director of Assessment, Enrollment and Research Office

WORKING CONDITIONS

This work is preformed in a typical work environment

PHYSICAL DEMANDS

The work is generally sedentary with some extended periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift or carry up to 25 pounds; climb stairs; bend; reach; grasp; and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

## JOB TITLE

## JOB DESCRIPTION

Director of Research and Program Evaluation

Summary of Function

Directs program evaluation, including design, development, analysis and data interpretation for school and business environments; provides analysis of relevant educational data for use in school settings; provides accountability and accreditation data assistance to the Board of Education, schools and administrative services, including but not limited to assistance in conducting surveys and support and analysis of system wide data collection and analysis needs, using a Continuous Improvement model.

Essential Job Functions

- Supervises and conducts evaluation and research studies of district procedures and policies
- Clarifies program goals, defines evaluation questions, designs data collection and analysis procedures, analyzes data, and provides written and oral reports to the Board of Education, Cabinet and other staff as appropriate
- Supervises, implements, and reports results of evaluations of pilot projects
- Facilitates district committees; attends sessions, conducts associated research or provides other related assistance
- Facilitates goal attainments, consensus and effective group climate in committee work
- Provides technical assistance to curriculum committees regarding student achievement measures, staff surveys and evaluation student design and implementation
- Provides technical assistance to building and central staff and building and district accountability committees regarding required information needs, accountability surveys, and other data collection instruments utilizing Continuous Improvement strategies for use with parents, students, community and staff
- Develops/selects appropriate data analyses to meet a variety of district, school and classroom needs
- Provides assessment consultation assistance to schools and central administration on research/assessment/evaluation/data analysis applications
- Analyze data and report results using appropriate statistical methods using statistical packages (SPSS, and relational database software)
- Conducts training and consultation for staff members in developing evaluation systems for grant applications
- Plans supervises and conducts data collection to provide feedback on performance for select staff, as requested by the Board of Education other organizations such as CSEA, analyzes data and presents oral and written reports as requested

Other duties

- Performs duties as assigned

Knowledge, Abilities and Skills

- Experience in conducting effective research, and evaluation on a large-scale basis
- Advanced skills in qualitative and quantitative statistical analysis
- Knowledge of program evaluations concepts, methods and techniques and their applications to public school administration
- Ability to use statistical, database, survey and spreadsheet software effectively
- Ability to lead the work of teams, committees and work groups effectively
- Ability to communicate effectively
- Ability to work cooperatively with others

Qualifications

- Doctorate in educational evaluation, measurement, and statistics preferred

JOB TITLE

JOB DESCRIPTION

- Certification in educational field preferred with a Masters' Degree in relevant field is required
- Four years experience in educational research or educational program evaluation is required, preferred in public schools
- Knowledge of Continuous Improvement Criteria preferred; Measurement (Classical& IRT) background a plus

Organizational Relationships

Reports to Executive Director of Department of Assessment, Research and Technical Services

Working Conditions

This work is preformed in a typical work environment

Physical Demands

The work is generally sedentary with some extended periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift or carry up to 25 pounds; climb stairs; bend; reach; grasp; and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Director of Risk Related Activities

**SUMMARY OF FUNCTION**

Manages and administers the District's Employee Benefits and wellness, Risk, Management and Safety Programs.

**ESSENTIAL JOB FUNCTIONS**

- Manages and administers the District's self-insurance programs including the employee benefits and wellness programs and the risk management and safety programs.
- Performs financial analyses and assessments in support of decision making processes
- May serves as the chairperson to the District Employee Benefits Insurance Committee, and the Executive Litigation Committee.
- Develop and present as required recommendations to the Board of Education
- Provides support to contract negotiations and meet and confer processes as needed
- Develops, coordinates and oversees all contract services necessary to support employee benefits and wellness and/or other District insurance programs
- Coordinates the annual departmental budget development process
- Responds to requests for information in support of the District's annual financial audit
- Monitors and provides accurate, timely reports concerning ongoing or potential litigation and/or disputes for all matters that are assigned to the department by District leadership
- Monitors new legislation and remains informed regarding all laws and regulations applicable to the Risk Related Activities Department
- Monitors and responds to inquiries as needed regarding thea comprehensive District safety and accident prevention programs
- Develops and/or recommends approval of effective and efficient policies and procedures for areas of responsibility
- Manages all departmental matters in a manner that is fiscally prudent, financially responsible and sensitive to employees and other customers
- Provides leadership to the Risk Related Activity Department

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of employee benefits and wellness programs, insurance, risk management, safety and emergency management
- Ability to plan and directan effective risk management and employee benefit and wellness programs.
- Ability to supervise professional, technical and support staff
- Ability to analyze situations and take or recommend appropriate actions
- Ability to use District software and applications and other specialized software effectively
- Ability to lead the work of teams, committees and work groups as assigned
- Ability to communicate effectively

**QUALIFICATIONS**

- Bachelor's degree in business administration or related field or work equivalent
- Five years of progressively responsible experience administering insurance and/or employee benefits and wellness programs in a local government environment

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Deputy Superintendent/Chief Financial Officer. Supervise department staff.

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is primarily performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Director of Talent Acquisition and Development

### **SUMMARY OF FUNCTION**

The Director of Talent Acquisition and Development is responsible for developing and executing strategic initiatives to support candidates (in the pre-hire process) and employees (during the employee life cycle, from hire to retire).

Pre-Hire: Direct the recruitment process (plan, develop and implement various recruiting strategies). This includes talent discovery, identification, vetting, and delivery of classified, licensed administrative and substitute candidates, providing quality candidates for all work groups.

Hire-Retire: Direct the managing of the District hiring process, supporting applicants, employees, and hiring managers with their employment and human resources needs. Responsible for collaborating with the Compensation Team on job classification and compensation process. Directly responsible for managing the background check processes, on boarding process for new employees and directing the review of credentials for new and existing licensed employees (as defined by the Colorado Department of Education). Support schools and departments with various employment issues related to staffing, contract interpretation, licensing, and any other applicable TA HR functions. Responsible for implementing an educator effectiveness system (aligned with Colorado Senate Bill 22 070), coordination of the measures of student learning, as well as the creation and implementation of school goals and individual educator goals, ensuring a high-functioning workforce and quality classroom instruction. This position is also responsible for directing and managing the evaluation processes for administrators and supporting professional evaluations.

This role involves leadership in developing, design, and implementation of recruiting and evaluation systems, researching best practices, defining standards, providing professional learning, and ensuring program alignment across the district. This role demands a blend of leadership, educational expertise, and organizational skills to ensure the effective implementation of recruitment and acquisition strategies and educator evaluation systems, resulting in support of quality instruction across schools.

### **ESSENTIAL JOB FUNCTIONS**

- Align business objectives and desired outcomes to designated departments and functions.
- Supervise the Partner and Licensing Specialist, whose primary responsibility is building and maintaining relationships with universities, colleges and other teacher candidate preparation sources and pipelines.
- Develop and implement creative sourcing strategies to attract and retain professional/technical, licensed, classified employees and substitutes, including preparation of advertisements as appropriate.
- Supervise, evaluate, and provide cross training to Educational Support Professionals (Pre-Boarding Specialists), including training on howto partner with assigned schools and departments in developing school and department specific recruiting criteria, in alignment with the district strategic plan and initiatives and goals.
- Develop strategic talent acquisition planning to include design, development, implementation and evaluation of the recruitment efforts (including metrics) in order to guide recruitment and retention strategies in alignment with the District Strategic Plan.
- Develop and manage various District programs and initiatives, including recommending, implementing, and evaluating plans/programs to ensure alignment with the District Strategic Plan, procedures and negotiated agreements.
- Collaborate with K-12 Directors of Strategic Initiatives on the design and implementation of standardized job postings, vacancies, screening of applicants, monitoring of the hiring process and processing pre-employment

data and metrics on all applicants. Ensures hiring practices are in compliance with federal, state, and district policies

- In collaboration with K-12 Directors of Strategic Initiatives, interpret and assist with the administration of the CSEA (teachers) Negotiated Agreements, Exec Pro Handbook and ESP Handbook (classified and paraprofessional employees) as requested by administrators or other staff (in regards to staffing).
- In collaboration with K-12 Directors of Strategic Initiatives, interpret district policies, counsel and communicate policies to staff as needed.
- Oversee licensure compliance, background checks, and highly qualified review for classified, licensed administrators, teachers, and substitutes. This includes investigation of issues and resolutions pertaining to employee background checks.
- Collaborates with K-12 Directors of Strategic Initiatives in providing training to Supervisors on employment district policies and best practices. Included is consulting, coaching, and professional development services for principals, assistant principals and other licensed educator evaluators
- Collaborate with TM Operations and the Budget Department on position management activities including Human Resource planning, advertising, and position descriptions throughout the District.
- Consult with district leadership and support district initiatives as a means to actively engage schools, in a collaborative effort to improve performance and achieve district goals and desired outcomes
- Direct, provide guidance, make recommendations, and manage solutions for alternate methods of solving needs or issues within schools and departments in order to ensure a quality employee experience.
- Direct processes related to educator effectiveness, educator evaluation, student learning objective measurements, and other related areas to ensure effective instruction practices are implemented (looks like, sounds like).
- Plan and facilitate training sessions for educators and evaluators on system standards, processes, and tools.
- Oversee development and refinement of all educator and other professional practice rubrics; and related supporting tools.
- Direct, plan, and coordinate the district Personnel Advisory Committee (PAC) comprised of staff and community members. Produce committee reports for district administration and board of education, as required
- Leads the development of definitions, tools, and processes for licensed and non-licensed evaluation systems.
- Provide Talent Management team members with the opportunity to achieve specific personal or professional goals by providing training and guidance.
- Serve as a key member of the Talent Management Leadership Team (TMLT), providing expertise in the areas of district-wide Talent Acquisition and Development training, including hiring best practices and employee performance management
- Collaborate with Professional Learning in designing job-specific training and Essentials Training, specific to job growth and career advancement.
- Collaborate and develop materials for Talent Management messaging at New Educator Orientation; Partner with induction teams (as needed), to refine and deliver updated best in class support to educators.
- Coordinate D11's engagement with various Talent Management-related programs with the Colorado Department of Education and Pikes Peak Region.
- Implement Board policy; negotiated agreements; and local, state, and federal legislation in all assigned Talent Management (HR) matters
- Represent the District leadership on association boards and committees (as needed).
- Support Area Superintendents, school leadership, and district evaluators in implementation of performance evaluation systems focused on employee

development and growth

- Oversee the District Evaluation and Talent Acquisition webpages and produce related resources.
- Report progress, challenges, and improvements to the Senior Executive Director of Talent Management regularly.
- Work cross-functionally to ensure alignment of systems and communication between the Divisions of Academics, Talent Management, and Education Insights.
- Reports required state data for evaluations to the Colorado Department of Education

#### **KNOWLEDGE, SKILLS AND ABILITIES**

- Demonstrated conflict management, problem-solving, resource allocation, prioritization, data analyses, collaborative decision making, relationship building, group facilitation, writing and speaking skills
- Knowledge of effective facilitation strategies (including helping groups reach agreement, consensus, identifying differentiated group needs, etc.).
- Understanding of differentiated learning, including working with adult learners and supervising others.
- Knowledge and use of policies, procedures, employee contracts and understanding of employment laws, regulations, and collective bargaining agreements.
- Understanding of legislation and impacts of Senate Bills
- Understanding of strong instructional practices and what they look like and sound like in academically rigorous classrooms.
- Understanding and experience with Instructional Coaching
- Understanding of assessment practices and protocols for using data to improve educator professional practice, resulting in improved student academic growth.
- Ability to foster and manage change and be comfortable with ambiguity
- Ability to coordinate, develop and present building, department, and district level staff development
- Strong organizational and leadership skills.
- Strong understanding of Colorado Revised Statute and Colorado State School Board of Education rules and regulations
- Knowledge of school leadership, supervision, and performance evaluation.

#### **QUALIFICATIONS**

- 5-7 years' experience in human resources management; preferred K-12 public education experience.
- Prior supervisory experience required. School Leadership experience preferred..
- Bachelor's degree in human resources management, or other related field. Master's degree preferred
- Educator evaluation experience.
- Active teaching license and Principal or Administrator's License issued by the State of Colorado
- Demonstrated expertise in content, curriculum development, student achievement, and assessment.
- Advanced operating knowledge of and experience with software programs including, but not limited to Google Suite, Microsoft Office, and PeopleSoft Human Resources Management System, with the ability to learn new complex systems

#### **ORGANIZATIONAL RELATIONSHIPS**

- Reports to Senior Executive Director of Talent Management.
- Supervisory responsibilities over Pre-Boarding Specialists, Partnership and Licensing Specialist and Welcome Center Specialist.

#### **WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

- Work occurs in central office, school, and community settings.

**PHYSICAL DEMANDS**

- Requires walking, standing, and occasional sitting.
- May involve lifting up to 50 pounds, climbing stairs, bending, and reaching.
- Normal or aided vision and hearing required.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Director of Technical and Support Services

**SUMMARY OF FUNCTION:**

Under the direction of the Senior Executive Director of IT, the Director of Technical and Support Services manages, coordinates, and supervises a team that supports audio-visual, computers, printers, media processing equipment, intercom systems, public address systems maintenance and repair, as well as help desk and other telephonic end-user support. The Director supervises and coordinates the repair and maintenance activities of District personnel as well as outside contractors. This role also provides specifications to District personnel on audio-visual and computer equipment acquisitions and facility audio-visual and computer systems needs as appropriate. This position also coordinates all Support Center reporting functions including call tickets, and facilitates communication out to District sites. In addition, this position provides technology intervention resources through direct service, professional development, coaching and support pertaining to assessment delivery and the technology resources needed to improve student learning.

The focus is on supporting instructional staff in critical decision making based on results, which allows for appropriate educational planning to meet the learning needs of students in a data rich environment.

**ESSENTIAL JOB FUNCTIONS:**

- Develops maintenance strategy for audio-visual and computer equipment systems. This responsibility includes evaluating equipment and determining if it is best maintained by District personnel or through an outside vendor or if equipment replacement is the best alternative.
- Supervisory responsibilities to include Area Lead Field Techs
- Manages annual student computer replacement expending MLO funds.
- Directly responsible for establishing maintenance and repair programs for the District's audio-visual, computer equipment and systems.
- Schedules work assignments and sets priorities.
- Ensures quality and quantity repair and service of equipment. Manages budgets and inventory of supplies and repair parts.
- Responsible for establishing requirements and overseeing the procurement of all repair parts, tools and equipment.
- Monitors expenditures to ensure compliance within budgetary constraints.
- Maintains current knowledge of developments in audio-visual, classroom technology, computer and peripheral equipment in an educational and administrative environment.
- Makes recommendations for procurement, utilization, maintenance and installation of classroom technology equipment and computer systems.
- Supervises and manages all functions of the Help Desk/Support Center and responsible for Help Desk system.
- Establishes standards of performance to ensure timely end-user support.
- Works with other District personnel to establish specifications for ID on equipment and systems by outside vendors.
- Monitors work progression and ensures conformity to contract.
- Conducts meetings with repair and supply vendors to assure that the maximum performance and benefits are obtained from their products.
- Using the Help Desk System reporting determine whether a high level of customer satisfaction is being achieved. Communicates with District personnel regarding levels of service as needed.
- Performs personnel responsibilities for the section including selecting new employees, evaluating employee performance, determining training needs, counseling employees and recommending disciplinary actions as needed.
- Works with Technology Services departments and schools for Android, Google, and Apple app-based assessments using school-based and district-based systems such as Jamf, Google Admin, and other MDM solutions.
- Manages the IT Apprenticeship program, providing both on-site and

asynchronous training in collaboration with CareerWise.

- Supervises the District Support Technicians.
- Works as a liaison between instructional departments, Content Facilitators, and administration, and the ITLS department to provide timely support and training related to assessments.
- Leads training of school-based personnel for online assessment technology preparedness and support.
- Provides professional development, coaching, and technology resources with Instruction and IT specifically in the use of digital solutions to be used on a regular basis.
- Facilitates technical support between the Education Insights/Assessment offices, school-based staff, and IT regarding the administration of all online assessments
- Serves as the District Technology Coordinator and coordinates with CDE for all online assessments.

**OTHER DUTIES:**

Performs related duties as assigned.

**KNOWLEDGES, SKILLS AND ABILITIES:**

- Knowledge of computer hardware, audio-visual equipment, sound reinforcement systems as applied to its specification, procurement, utilization, installation and maintenance.
- Ability to direct the District's computer, audio-visual, and peripheral procurement, maintenance and utilization services.
- Ability and experience in supervising technical and support staff.
- Knowledge and experience of telephonic help desk support operations.
- Ability to perform sound procurement, maintenance and utilization analysis and take or recommend appropriate actions regarding such matters.
- Ability to communicate effectively. Ability to work cooperatively with others.
- Ability to keep abreast of developments in the field.
- Instructional and technology skills with adult learners
- 

**QUALIFICATIONS:**

- Bachelor's degree required; Degree preferred in the area of Educational or Technology-related field
- Experience in AV/Computer Support in audio-visual that included management responsibilities.
- Assessment literacy familiarity
- 

**ORGANIZATIONAL RELATIONSHIPS:**

Reports to Senior Executive Director of IT, Supervises unit staff.

**WORKING CONDITIONS:**

The work is performed in office and shop environments.

**PHYSICAL DEMANDS:**

The work is partly sedentary with periods of moderate physical activity, and is performed in office, shop and field surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS:**

Exempt

**WORK YEAR:**

JOB TITLE

JOB DESCRIPTION

260 Days

Director of Technical and Support Services

**SUMMARY OF FUNCTION:**

Under the direction of the Chief Information Officer, the Director of Technical and Support Services manages, coordinates, and supervises a team that supports audio-visual, computers, printers, media processing equipment, intercom systems, public address systems maintenance and repair, as well as help desk and other telephonic end-user support. The Director supervises and coordinates the repair and maintenance activities of District personnel as well as outside contractors. This role also provides specifications to District personnel on audio-visual and computer equipment acquisitions and facility audio-visual and computer systems needs as appropriate. This position also coordinates all Support Center reporting functions including call tickets, and facilitates communication out to District sites.

**ESSENTIAL JOB FUNCTIONS:**

Develops maintenance strategy for audio-visual and computer equipment systems. This responsibility includes evaluating equipment and determining if it is best maintained by District personnel or through an outside vendor or if equipment replacement is the best alternative.

Manages annual student computer replacement expending MLO funds.

Directly responsible for establishing maintenance and repair programs for the District's audio-visual, computer equipment and systems.

Schedules work assignments and sets priorities.

Ensures quality and quantity repair and service of equipment. Manages budgets and inventory of supplies and repair parts. Responsible for establishing requirements and overseeing the procurement of all repair parts, tools and equipment.

Monitors expenditures to ensure compliance within budgetary constraints.

Maintains current knowledge of developments in audio-visual, classroom technology, computer and peripheral equipment in an educational and administrative environment.

Makes recommendations for procurement, utilization, maintenance and installation of classroom technology equipment and computer systems.

Supervises and manages all function of the Help Desk/Support

Center and responsible for Help Desk system.

Establishes standards of performance to ensure timely end-user support.

Works with other District personnel to establish specifications for ID on equipment and systems by outside vendors.

Monitors work progression and ensures conformity to contract.

Conducts meetings with repair and supply vendors to assure that the maximum performance and benefits are obtained from their products.

Using the Help Desk System reporting determine whether a high level of customer satisfaction is being achieved. Communicates with District personnel regarding levels of service as needed.

Performs personnel responsibilities for the section including selecting new employees, evaluating employee performance, determining training needs, counseling employees and recommending disciplinary actions as needed.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGES, ABILITIES AND SKILLS:

Knowledge of computer hardware, audio-visual equipment, sound reinforcement systems as applied to its specification, procurement, utilization, installation and maintenance.

Ability to direct the District's computer, audio-visual, and peripheral procurement, maintenance and utilization services.

Ability and experience in supervising technical and support staff.

Knowledge and experience of telephonic help desk support operations.

Ability to perform sound procurement, maintenance and utilization analysis and take or recommend appropriate actions regarding such matters.

Ability to communicate effectively. Ability to work cooperatively with others.

Ability to keep abreast of developments in the field.

QUALIFICATIONS:

Bachelor's degree in computer science, electrical engineering or

JOB TITLE

JOB DESCRIPTION

related field.

Four years of progressively responsible experience in audio-visual and computer repair that included management responsibilities.

ORGANIZATIONAL RELATIONSHIPS:

Reports to Chief Information Officer, Supervises unit staff.

WORKING CONDITIONS:

The work is performed in office and shop environments.

PHYSICAL DEMANDS:

The work is partly sedentary with periods of moderate physical activity, and is performed in office, shop and field surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS:

Exempt

WORK YEAR:

260 Days

Director of Transportation

**SUMMARY OF FUNCTION**

Organizes, supervises, and manages the District's student transportation program and related functions, coordinates staff responsibilities and day-to-day activities for the safe, timely, reliable, and efficient provision of service.

**ESSENTIAL JOB FUNCTIONS**

- Responsible for the comprehensive operation of the school bus terminal, routing, scheduling, training, and student management.
- Develops long term/short term plans in response to community needs and school district mission and related cost estimates.
- Communicates/cooperates with school principals and administration regarding transportation needs and concerns and student safety
- Oversees the activities of and ensures coordination between staff members
- Delegates responsibility for action
- Evaluates assigned personnel
- Supervises transportation payroll preparation
- Approves, tests, and reviews recommendations on routes, stops and schedules for implementation of authorized school bus service
- Ensures route information is provided in writing for schools and riders
- Maintains safety standards in conformance with state and insurance regulations
- Develops a program of preventive safety
- Maintains required records related to Public School Transportation Act, training and licensing of school transportation vehicle operators for the district, all expenditures, and all transportation department personnel
- Prepares and administers transportation budget within district guidelines
- Authorizes purchases within budgetary constraints and district plans and guidelines
- Coordinates with the Fleet Manager to establish and maintain an appropriate preventive maintenance program for all school transportation vehicles in accordance with requirements of Colorado Department of Revenue, Motor Vehicle Division
- Participates in the formulation of bus bid specifications under state and federal guidelines
- Provides leadership in recruiting, selection, hiring, and continuing development of personnel
- Establishes/maintains effective pre-service and in-service programs
- Attends meetings including principal/parent, staff and committee

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of school bus operations as applied to the requirements of the District
- Ability to direct the school bus transportation program of the District
- Ability to supervise technical and support staff
- Ability to perform sound transportation and related administrative analysis and take or recommend appropriate actions regarding such matters
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- Bachelor's Degree in Business Management, Transportation, a closely related field, or an appropriate combination of formal education and at least 7 years of relevant, related experience.

JOB TITLE

JOB DESCRIPTION

- Ten years of progressively responsible experience in school bus operations with at least three years of supervisory experience
- Valid Commercial Driver’s License (CDL) with appropriate endorsements to drive a school bus.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Executive Director of Facilities, Operations,& Transportation (FOTC).
- Supervises department staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to maintain valid Commercial Driver’s License.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Director(Linked to Counseling Svs/Comp. Student)

**SUMMARY OF FUNCTION:**

Responsible for the services delivered by K-12 school counselors while monitoring their effectiveness, providing staff development, and ensuring adherence to federal, state and local policies and procedures. The employee provides technical assistance, information, and consultation related to postsecondary workforce readiness, social emotional learning, crisis responsive services, and comprehensive school counseling programs. The employee also assists with various local, state, and national programs, coordinates and manages the Colorado Counselor Corps Grant, and provides supervision of the district's comprehensive wellness model.

**ESSENTIAL JOB FUNCTIONS**

- Provides leadership for elementary, middle and high school counselors on secondary, post-secondary, and career pathway options and implementation of the American School Counselor Association (ASCA) national model.
- Supports school counselors delivery of comprehensive academic, career and social emotional learning through classroom presentations, lessons, small groups, and individual sessions.
- Analysis counseling services data and uses results to inform stakeholders while also utilizing information to select evidenced-based and researched best-practices for continuous program improvement
- Maintains a current, state-of-the-art knowledge of research and trends in school counseling
- Organizes, coordinates and establishes guidelines for all counselor professional development and evaluation of professional development.
- Coordinates the new school counselor meetings, National Model training, and social emotional learning committee
- Coordinates CSSD11 Crisis Response Team
- Develops and coordinates K-12 Social Emotional Learning efforts, while supporting the implementation of MTSS.
- Supervises and manages the Colorado School Counseling Corp Grant, and other grants related to counseling and wellness services.
- Develops systems, maintain databases and provides accountability to middle and high school counselors and administrators with Individual Career and Academic Plan (ICAP) implementation
- Provides supervision and evaluation of the PWR Counselor, and Counseling Services Facilitator
- Communicates with the EDSS on the accurate maintenance of high school transcripts.
- Coordinates outside agencies that provide educational services to CSSD11 students.
- Supports district College Readiness Initiatives and Systems.
- Coordinates district transitions efforts between elementary and middle school, middle and high school, and high school to college.
- Provides leadership in selecting and implementing research-based interventions that produce significant increases in student achievement
- Provides guidance and resources to the district and community on curriculum and instruction issues related to social emotional learning

**OTHER DUTIES**

- Performs other duties as assigned.

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of child and adolescent social/emotional development.
- Knowledge of general organization and functions of a public school system.
- Knowledge of data collection and the ability to interpret data

- Knowledge of research and evidenced-based interventions related to academic, career, social/emotional and behavioral concerns
- Demonstrated experience and proficiency with the American School Counselor Association National Model.
- Demonstrated experience with conceptual development of school counseling programs.
- Demonstrated experience increasing student achievement through school counseling.
- Demonstrated progressive experience with continuous professional learning.
- Demonstrated knowledge of current research and trends in school counseling, crisis services, and social emotional learning
- Demonstrated knowledge of postsecondary workforce readiness, graduation requirements, district standards and procedures, and school board policies.
- Demonstrated experience working collaboratively with other staff in achievement of instructional objectives
- Ability to be flexible to meet the unique needs of the assignment
- Ability to work effectively as a member of a multi-disciplinary team
- Ability to communicate clearly in both written and oral formats
- Ability to demonstrate critical thinking and problem-solving skills
- Ability to plan, organize, direct and implement instructional programs
- Ability to adapt to a changing work environment with a positive attitude and problem-solving approach
- Ability to remain calm in an emergency situation
- Proficiency with MS Office and other computer software programs

**QUALIFICATIONS**

- Master's Degree in school counseling, or equivalent with five (5) or more years of related experience and specialization in school guidance and counseling programs within a K-12 public school environment.
- Current Colorado Department of Education Special Service Provider License with School Counselor endorsement

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Alternative and Nontraditional Education

**WORKING CONDITIONS**

The work is performed in schools.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**MENTAL FUNCTIONS**

While performing the duties of this job, the employee is frequently regularly required to analyze, communicate, coordinate, instruct, evaluate, reason, adjust, use interpersonal skills, problem solve, compare, copy, compile, monitor, coordinate and make decisions. The employee is occasionally required to compute, synthesize and negotiate.

**FLSA STATUS**

Exempt

JOB TITLE

JOB DESCRIPTION

**Work Year**  
260

Director, Choice and Enrollment

**SUMMARY OF FUNCTION**

The Director of Choice and Enrollment Services is responsible for the oversight of the district's choice, enrollment and registration policies and processes. This role leads strategic enrollment initiatives in the district. The Director of Choice and Enrollment Services manages the operational processes associated with enrollment and registration in district and all annual collection and reporting of enrollment information and works with internal and external stakeholders to ensure that families and students have access to a comprehensive school choice system.

**ESSENTIAL JOB FUNCTIONS**

- Provides strategic leadership, insight, and vision for the District regarding enrollment and registration philosophies, policies, and processes.
- Serves as District's expert on enrollment issues and provides guidance to school staff, including principals, when questions regarding enrollment arise.
- Provides accurate data and coaching to school leadership teams focused on enrollment strategy.
- Partners with other district departments on school planning efforts.
- Effectively leads and supervises a central enrollment team focused on customer service.
- Develops and annually updates protocols for school registrars and Pupil Count Coordinators.
- Plans and delivers professional development to a cadre of approximately 80 school registrars, and Pupil Count Coordinators.
- Collaboratively works with principals to ensure high quality data entry and data management and assure key staff receive necessary training and guidance.
- Manages the annual Student October Count. Analyzes and makes recommendations regarding improvements to internal processes for tracking and counting student membership. Analyzes and prepares numerous reports for the Board of Education, other departments, schools, and information for the district web site. Responsible for interaction between the Colorado Department of Education (CDE) audit team and the District.
- Monitors new legislation and remains familiar with all laws and regulations applicable to pupil funding and enrollment.
- Manages the annual Federal Impact Aid Survey. Ensures that survey process meets federal requirements and maximizes funding to the district. This includes working with liaisons at multiple area military installations and the Colorado Springs Housing Authority and training, and support to the school coordinators. Responsible for the submission of the Sec 8003 grant application.
- Files requests for new school code, grade changes, and notification of school closure with CDE. Coordinates internal school code task force to ensure consistent coding across departments and systems (Finance, HR, Student Information System).
- Participates in district committees as requested, including, but not limited to: student system user committees, capacity committee and calendar committee. Coordinates with principals in establishing and documenting school schedules to meet state guidelines regarding hours of scheduled pupil- teacher instruction.
- Annually generates strategic student count projection that are used to produce the following year's budget and school staffing. Works with other department administrators on student growth and demographic information related to projections.
- Oversees data integrity in the student database.
- Works closely with various district staff members to respond to state data submission requirements, legal requests, policy review and revision, planning, records management, etc.
- Plans and implements summer enrollment process. Includes hiring and supervision of temporary workers.

JOB TITLE

JOB DESCRIPTION

- Performs regular analyses and reports of student data, including but not limited to quarterly drop-out reports, Choice permit analyses and reports of student demographics from annual student count, graduation, dropout and mobility data.
- Monitors and reports to superintendent’s cabinet on fall enrollment changes (start of school through October 1st certified Student October Count).
- Responds to information and data requests in a timely and professional manner.
- Serves on a variety of district committees.
- Supervises support staff.

**OTHER DUTIES:**

- Performs related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS:**

- Knowledge of data processing application software as applied to the creation and management of student databases.
- Ability to perform statistical and other quantitative analyses of data using spreadsheet (Excel) or other statistical software.
- Ability to perform sound analysis of data and database processes and take or recommend appropriate actions regarding such matters.
- Ability to communicate effectively both orally and in writing.
- Ability to work cooperatively with others.
- Ability to keep abreast of developments in the field.

**QUALIFICATIONS**

- Bachelor’s degree or relevant work experience in computer science, mathematics, accounting, or related field that would assist in the performance of the position.
- Experience working with large data sets using spreadsheets or other software.
- Minimum of five (5) years’ work experience that would assist in the performance of the position.

**PREFERRED**

- SharePoint and/or MS Project experience.
- Experience with a student information system.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Chief Resource Officer. Supervises support staff. Coordinates work efforts and trains school- based staff. Works closely with Director of Applications Development and Support to plan for Student Information System bug fixes, enhances and improvements.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

## JOB TITLE

## JOB DESCRIPTION

Director, HR Talent Acquisition and Development

## SUMMARY OF FUNCTION

Administers and directs the human resource function for recruitment and hiring all applicants of the District. Is a supportive participant of Human Resources executive team striving toward excellence in customer service.

## ESSENTIAL JOB FUNCTIONS

- Provides excellence in customer service in all areas including 24 hour responses to emails, contacts, phone messages, etc.
- Insures all paperwork and data entry are done accurately and in a timely manner
- Oversees the recruiting effort for all employee groups
- Develops and implements recruitment, retention, and succession plan collaboratively with Human Resources Operations Director
- Oversee and monitors all employment activities of schools/department personnel following federal, state, and district policies and guidelines
- Directs and oversees the preparations of all job postings, vacancies, screening applicants, monitoring the hiring process and processing pre-employment data on all applicants
- Directs, manages and advises employees by counseling employees and supervisors regarding complaints concerning employment issues
- Insures all employees are highly qualified according to federal, state, and district guidelines
- Maintains a current data base to monitor highly qualified status
- Screens and approves all applicants for hiring
- Oversees fingerprinting, background reports and follows up as needed
- Reviews and approves all personnel transfers and monitors and approves job postings
- Insures hiring practices are in compliance with federal and state laws and district policy
- Interprets district employment policies and counsels and communicates policies to staff at schools/departments
- Provides training to Supervisors on employment district policies and best practices
- Reviews and updates all Job Descriptions prior to posting
- Assists staff development in determining training needs
- Supervises evaluates, and provides cross training to all Educational Support Professionals to answer all inquiries concerning hiring employees
- Aligns Human Resources processes and procedures in order to address needs of all employees consistently
- Represents the Human Resources Department with participation in various internal committees and work groups and outside agencies
- Works collaboratively with colleges/universities/Troops to Teachers and principals to assign, oversee, and document assignments of all student teachers
- Works collaboratively with other departments to be proactive to avoid and/or problem solve issues
- Works collaboratively with departments to staff all schools in a timely manner
- Insures all paperwork and data entry are completed accurately in a timely matter
- Oversees the preparation of files for newly hired employees are complete, accurate, and in proper order prior to filing
- Oversees related documentation and record keeping for all personnel functions
- Attends Board of Education meetings
- Follows all District Policies

## OTHER DUTIES

- Performs related duties as assigned

JOB TITLE

JOB DESCRIPTION

KNOWLEDGE, ABILITIES and SKILLS

- Knowledge of human resources principles and practices
- Knowledge of applicable laws, rules, and regulations governing human resources management activities
- Ability to implement and manage an effective human resources program for licensed, executive, professional, and education support professional staff
- Ability to perform sound human resource analysis and take or recommend appropriate actions regarding human resources matters
- Ability to communicate effectively, with all levels in the organizations as well as the community
- Ability to work cooperatively with others

QUALIFICATIONS

- Master's degree or equivalent in personnel administration or related field preferred
- Six years of personnel management experience

ORGANIZATIONAL RELATIONSHIPS

- Reports to Executive Director of Human Resources
- Supervises support staff

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

WORK YEAR

260 Days

FLSA STATUS

Exempt

Director, Partnerships

**SUMMARY OF FUNCTION**

Administers and directs the D11 Partnerships department. Provides leadership, guidance, and support in the development and implementation of community engagement, partnerships, family engagement, and volunteer management for District 11 schools to enrich the educational experience for students PreK through Adult Education and to support the district strategic plan.

**ESSENTIAL JOB FUNCTIONS**

Forge and sustain cooperative working relationships with all stakeholders, including but not limited to district staff, district students and their families, local nonprofit organizations, corporations, business owners, higher education institutions, military personnel, statewide colleagues, and organizations.

**AREAS OF RESPONSIBILITY:**

D11 Partnerships Department Leadership

- Develops, oversees, manages and reviews the D11 Partnerships budget to align with the district strategic plan; including writing grant proposals to fund special projects
- Directs, supervises, manages and evaluates D11 Partnerships personnel – Curriculum Enrichment/After School Coordinator, and Volunteer Coordinator to meet community engagement needs throughout the district through approved processes and quality customer service.
- Upholds all District policies, reviews and implements all regulations and procedures related to family and community engagement
- Works cross-functionally with other district divisions/departments and schools to ensure alignment, communication and best practice incorporating quality community engagement; to collaborate to improve processes and procedures
- Communicates accurate and timely information to support decision making at the school and district level; to include management of requests and reports required
- Builds capacity at all levels; administrators, teachers, support staff, parent/guardians, community partners to effectively utilize community resources and manage engagement
- Remains current in technology systems; oversee the management of the D11 Engage website, PeopleSoft human resource and budget functions, D11Engage visitor and volunteer management systems and OSCR booking system for classroom enrichment speakers
- Represents District 11 by serving on community volunteer boards, promoting District 11 with potential partners in the community – individuals, businesses, organizations, other school districts, media

**Partners in Education**

- Recruits community partners from business, higher ed institutions, non-profit organizations, military installations, civic groups and individuals
- Consults with partners and school personnel who desire to engage in a partnership agreement; to include a realistic assessment of partnership activities that meet identified school needs and reciprocal school resources to offer community partner
- Collaborates in the writing/design of partnership agreement to coordinate specific requests of school staff/students with the desired level of partner engagement
- Exercises a high degree of independent judgement and discretion in planning and coordinating partnership activities – when needed consulting with Curriculum& Instruction, Risk Services, Procurement & Contracting, and other departments who could provide feedback on designated activities
- Oversees implementation of partnership activities/special projects; monitor partner involvement and school follow through
- Troubleshoots communication/expectation breakdowns between partners

- Approves, reviews and evaluates partnerships to assure quality of partnership activities and to respond to changing needs between partners
- Provides accurate reporting of partnership engagement to district administration

**Volunteer Management**

- Supports school personnel in the implementation of district policies and procedures to appropriately register and track volunteer engagement utilizing the D11Engage visitor and volunteer management system; to include training and technical support.
- As the Contracting Officer Technical Representative (COTR), manages and oversees the outsourced for District wide availability software vendor which provides the D11Engage visitor and volunteer management system to ensure requirements are met, deliverables are received, and contracted work is performed within budget.
- Guides and directs the Volunteer Coordinator in the implementation of the Volunteer program, including the GrandFriends program, to promote, recruit and place volunteers from around the city, including seniors and retirees, as volunteers in District 11 schools.

**Curriculum Enrichment/After School Enrichment Program**

- Guides and directs the promotion and implementation of the Curriculum Enrichment/After School Enrichment program to bring additional resources to District 11 classrooms and individual District 11 students for the purpose of enhancing their educational experience
- Collaborates with the program coordinator when partnership activities within a given partnership agreement include providing volunteer classroom experiences or specialized field trips for students
- Oversees the implementation and maintenance of the technical systems that provide the infrastructure to book, confirm and evaluate these volunteer programs in our schools
- Advocates for district resources to support the Curriculum Enrichment/After School Enrichment program

**Family Engagement**

- In support of Executive Director of Engagement and Chair of the District Accountability Committee, helps to direct the work of the District 11 FSCP (Family, School, Community Partnership), in particular, coordinating the work of FSCP with community organizations.

**Awards Programs**

- Working with the Executive Director of Engagement, provides guidance, logistics and support to community organizations – El Paso Council PTA, The Colorado Springs Rotary and North Colorado Springs Rotary – who sponsor the Crystal Apple Teaching Excellence Award, The Diamond Award and the Colorado Youth Citizenship Award
- Works in collaboration with Executive Director of Engagement to plan community celebrations.

**Fundraising**

- Strategizes to identify opportunities for community funding to support initiatives and projects that support the vision and strategy of the district.
- Develop and manage a mechanism (e.g., a 501c3) for the district to accept charitable funds and steward those funds towards district and school initiatives.

JOB TITLE

JOB DESCRIPTION

- Liaise with the Foundation for School District 11 to support community fundraising endeavors and advise on ideas for the best stewardship of those funds.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Bachelor’s degree in Education, Social Science or closely related field
- Familiarity with non-profit management
- Volunteer management experience/certified in volunteer management or eligible for certification
- Curriculum K-12 knowledge
- Strong public relations and communications skills
- Knowledge of PC platform/familiarity with Microsoft Office
- Documented and well-developed organization skills

**QUALIFICATIONS**

- Appropriate degree
- Previous demonstrated experience in community/education partnerships, volunteer management, and public relations
- Three years experience in fundraising.
- Experience with non-profits and managing donor gifts.
- Five years related experience in public institutions.
- Knowledge of the unique Colorado Springs area
- Excellent verbal, written and interpersonal communication skills, excellent analytical and problem-solving abilities, excellent skills in organizing and conducting events
- Thorough knowledge of the public education system, educational issues, policies and achievements
- Thorough knowledge of issues related to education partnerships and community involvement

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Engagement. Directs and supervises Volunteer Coordinator, Curriculum Enrichment Coordinator, and Family Engagement Coordinator.

**WORKING CONDITIONS**

The work is performed in a typical office environment, under stress of competing priorities and extreme time pressure.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

## JOB TITLE

## JOB DESCRIPTION

Director, Title 1

## SUMMARY OF FUNCTIONS

Manages grant program Administration for Title I, Title II and Title III, compliance with Every Child Succeeds Act (ESSA) and supervises instructional program activities in accordance with guidelines and district policies. Monitors fiscal and instructional administration relative to the implementation of funded projects. Serves as resource person to district staff regarding Federal/State assistance programs.

## ESSENTIAL JOB FUNCTIONS

- Conducts annual planning for the district ESSA Program in accordance with guidelines in cooperation with staff (Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title III, SA, Title IV)

Directs all appropriate state and federally funded program activities. Develops, publishes, and updates procedures for effective operation

Insures special project office coordination with other district programs

- Establishes and maintains fiscal record keeping systems for all projects
- Insures accounting office charges are monitored and resolved and instructs accounting office regarding budgetary accounts and final fiscal reports to funding agencies

Oversees payroll for all temporary workers and overtime and extra work for all federally funded FTE

- Represents district at official meetings of state/federal programs
- Ensures that eligible non-public schools are afforded project opportunities
- Assumes responsibility as the authorized representative for the District

Assumes responsibility as the McKinney-Vento District Liaison and arranges services and transportation for homeless and foster students

- Plans for program management and oversees annual planning

- Establishes internal deadlines for application submission and reports

Coordinates projects, including, but not limited to, annual comparability calculations and submission, School Improvement Planning system and submission, District Improvement Plan and advises appropriate district personnel

- Ensures compliance with state/federal laws and regulations

- Maintains knowledge of legal and regulatory changes

- Establishes and maintains record management procedures

- Reviews and approves annual fund allocations and budgets

Negotiates budgets with program officials

- Coordinates cost factors, receipts and budget administration with accounting

- Oversees policy administration

- Reviews applicable laws, regulations and guidelines governing externally funded programs

- Develops, publishes, interprets, and updates policies needed for effective planning, operation and administration

- Monitors legal compliance of parent involvement activities

- Provides technical assistance to parents and community organizations

- Informs and advises staff and principals as needed regarding the implementation of targeted assisted and school wide program models

- Supervises planning and implementation of parent/teacher/community involvement at district and building level

- Coordinates with other district sponsored community involvement activities

- Establishes ongoing staff development

- Surveys teachers to establish needs

- Sets priorities and allocates funds

- Contacts presenter, schedules meetings and reviews evaluations as required by state

- Assists in designing formal ESEA Title I Program evaluation

- Supervises data collection and provides leadership in conducting informal evaluation activities

JOB TITLE

JOB DESCRIPTION

- Maintains accurate attendance, academic and other records as necessary to meet legal requirements and substantiates compliance statuses
- Monitors monthly charges against budget and resolves discrepancies
- Maintains up to date inventory and ensures annual verification by participating school

- Serves as resource to the district, school and community•
- Plans and conducts informational meetings
- Schedules and publicizes required hearings
- Supervises and evaluates staff
- Directs and oversees work assigned to staff.

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES, AND SKILLS

- Ability to manage curriculum implementation and to train teachers
- Four (4) years experience supervising federal program administration, curriculum leadership and/or teaching experience
- Knowledge of grant funded programs and their requirements
- Knowledge of federal and state compliance issues related to above
- Knowledge of program administrative procedures including program planning, implementation, monitoring and evaluation
- Ability to plan, organize, write, and direct grant (Formula and competitive grants) funded programs for the District
- Ability to supervise the work of professional, technical and support staff
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field
- Ability to use technology
- Abilityto facilitate grant writing
- Knowledge of accounting procedures

QUALIFICATIONS

- Masters Degree
- Colorado Teacher Certificate
- Type D Administration Certificate preferred
- Principalship experience preferred

ORGANIZATIONAL RELATIONSHIPS

- Reports to Deputy Superintendent of Achievement, Learning& Leadership
- Supervises parent coordinators

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Distance Learning Coach (TOSA)

**SUMMARY OF FUNCTIONS**

The primary function is to provide professional development by presenting, modeling, coaching, and providing feedback to teachers on how to utilize distance education resources in order to not only engage students but to reach 21st century higher level skills of critical thinking/reasoning and information literacy as well as facilitate the soft skills of collaboration, self-direction, and invention.

**ESSENTIAL JOB FUNCTIONS**

- Serve as a visible lead coach for embedded professional development needed for implementing distance learning in the distance education labs in the high schools and throughout the District
- Work to ensure that the distance learning labs are utilized for instructional purposes, address gaps, and provide growth in student achievement, especially for our disadvantaged children
- Work collaboratively with 21st Century Coordinator to deliver 21st century distance learning professional development
- Create a coordinated, written, and articulated plan and manual as to how to utilize the labs for possibilities such as virtual field trips, sharing foreign language teachers, post-secondary options, and professional development
- Align efforts with District 11's ET-IL Plan and District Improvement Plan.
- Present, model, coach, co-teach, and provide feedback on how to utilize distance education resources in order to not only engage students but to reach 21st century higher level skills of critical thinking/reasoning, information literacy, collaboration, self-direction, and invention
- Work with participating staff to design and implement lessons and units that can be embedded into District 11's online curriculum, using up-to-date distance education and technological resources that lead to 21st century achievement and help close the achievement gap so that students will attain the skills and abilities they need to succeed in the 21st century
- Provide research-based strategies and support for teachers in effectively meeting the challenges in the classroom regarding 21st Century Learning (for example: technology integration, integration of 21st Century learning skills)
- Support a spiral of tech literacy skills so that all staff and students know and can meet tech literacy expectations
- Expand delivery methods to offer classes in a variety of formats that are not just face-to-face but include online opportunities

**OTHER DUTIES**

- As assigned to support 21st Century Distance Learning

**KNOWLEDGE, ABILITIES AND SKILLS**

- Possess knowledge of 21st Century learning skills
- Experienced in the use of 21st Century technologies
- Possess effective listening, questioning, and collaborative team building skills in working with others
- Maintain a genuinely positive outlook on the district and school's culture, climate, and goals

**QUALIFICATIONS**

- Eligible for Colorado Teaching License with more than 5 years teaching experience
- Master's degree with current Colorado Professional Licensure
- Eligible for School Library Endorsement through library coursework or library master's degree preferred
- Successful experience working with adults in the areas of coaching and professional training
- Experience in teaching and library, technology, or related field preferred

JOB TITLE

JOB DESCRIPTION

ORGANIZATIONAL RELATIONSHIPS:

The coach is evaluated by the Director of Learning Resource Services.

WORKING CONDITIONS

- The work is performed in a typical school or office environment
- Flexibility in daily work schedule is required

JOB TITLE

JOB DESCRIPTION

District ESL Coach/Prof. Dev. Specialist - TOSA

SUMMARY OF FUNCTION

Assists principals and teachers with instructional strategies for English Language Learners (ELLs) in schools. Assists district in training teachers on best practices for ELL students.

ESSENTIAL JOB FUNCTIONS

- Provides leadership in the implementation of CELP and CAS standards with ELL students at all schools with ELL populations
- Provides assistance to ESL and content teachers to effectively implement the CELP and CAS standards to make improvements in learning, to enhance ELD instructional program service delivery with ELL students
- Analyzes test scores to guide instruction
- Provides technical and curricular support
- Provides effective interactive instruction to classes
- Provides instruction in the strategies of "Sheltered English"
- Provides instruction to meet learning styles
- Provides instruction in authentic assessment for ELL students
- Assists in administration of CELA
- Generates related reports and documentation

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Extensive training and experience in teaching of English as a Second Language
- Successful ESL classroom teaching
- Evidence of professional preparation and competency in ELD professional development
- Leadership ability for working with teachers, parents, and support staff
- Excellent communication skills
- Knowledge of technology integration
- Operational knowledge of standards-based instructional strategies
- Knowledge of the new WIDA/CELP Standards

QUALIFICATIONS

- Colorado Teacher Certificate and
- ELD endorsement or Masters in LDE/TESOL
- 5 years experience in Colorado Springs School District 11
- Certified in Reality Spanish
- 3 years Professional Development and ESL Coaching Experience

ORGANIZATIONAL RELATIONSHIPS

- Reports to ESL Department Supervisor and Professional Development Director
- Evaluated by ESL Department Supervisor

WORKING CONDITIONS

The work is performed in a typical office/classroom environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

JOB TITLE

JOB DESCRIPTION

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## JOB TITLE

## JOB DESCRIPTION

District Library Database Assistant

**SUMMARY OF FUNCTION** Under the direction of the Library Technology Facilitator (LTF), the District Library Database Assistant assists in the operation of the Professional Resource Center. Provides assistance with cataloging Library and Textbook materials and furnishes reporting data for building library staff. Provides first line support and troubleshooting for school library staff using the Destiny library and textbook management systems. Provides system support and documentation for trainings, Professional Development, and online resources. Provides backup support for building and department level Asset Inventory, utilizing PeopleSoft, and provides technical support for Lightspeed, the Mobile Device Management (MDM) system. This position has five primary roles of responsibility: 1. Assisting with the maintenance and operation of the PRC. 2. Provides support and maintenance of Destiny library and textbook management system. 3. Provides assistance with textbook entry into Destiny at the warehouse and school locations. 4. Provides backup support for building level Inventory, currently in PeopleSoft Finance. 5. Provides support in Lightspeed for the Mobile Device Management of iPads.

**ESSENTIAL JOB FUNCTIONS**

- Support for PeopleSoft and Asset Management
- Assists with AV inventory in training of building level staff.
- Input AV inventory purchase records as well as updating as needed.
- Provides reporting to assist in reconciliation of building records.
- Assists in creating informal technical documentation for District 11 staff.
- Supports Lightspeed Mobile Device Management System
- Uploads devices into MDM system.
- Provision devices according to building specs.
- Provides troubleshooting of management system.
- Assists in purchasing apps in Volume Purchase Store
- Strategic assistance with library materials, textbooks and other resources pertaining to the Destiny circulation system.
- Serves as first line of defense to provide basic technical assistance and support to staff in a timely manner within the Destiny system, including troubleshooting software issues.
- Complete monthly tasks to maintain library database accuracy. Completes quarterly and year end tasks, including removal of inactive students and some fine removals.
- Imports reporting information into documents for school based staff, using both Excel and Adobe.
- Supports daily access to and utilization of information and technology resources including Destiny, databases, and other sources.
- Assists library staff in schools to provide circulation and cataloging data for library and textbook.
- Provides cataloging services for both library and textbook entries. This includes the creation of records, entry into the Destiny catalog and the barcoding and delivery of materials for all schools and departments in District 11. This also includes the ability to search for catalog
- Job Description
- Records in the OCLC bibliographic database, import them into the online catalog, and revise as needed.
- Provides additional textbook services including processing during the delivery periods during the summer months of June, July and August.
- Creates documents for training and informational purposes for staff.
- Works with vendor to resolve issues when needed.
- Professional Resource Center and Make and Take Center operation
- Completes library and equipment inventories in accordance with established procedures.
- Provides access to available materials within the PRC and Make and Take Center.
- Assists with maintaining quality 21st century personalized learning and library/technology programs
- Assists in maintenance of the library and textbook automation system including patron photo updates, adding/editing/deleting titles and copies, running reports, and maintaining user records for all D11 schools.
- Assists all D11 school library staff in the use of the Destiny library and textbook management systems including reports, standards searching and troubleshooting.
- Assists in coordination of and access to the media center resources; reader services, research databases, including but not limited to Discovery Streaming, Britannica Encyclopedia, Mackin Via, EBSCO, TeachingBooks.net, PebbleGo, and online journals – providing access to print, non-print and online resources.
- Upholds PRC, LRS,

## JOB TITLE

## JOB DESCRIPTION

and D11 policy and procedures consistent with District vision, mission, goals, policies and procedures. • Assists with the selection of print, non-print and electronic media for acquisition according to District procedures. Finds review sources and prepares orders. • Organizes complex tasks and processes • Assists the LTF with the development of systems/plans for collection development, inventory, and replacement/upgrade of technology equipment. • Assists in the collection, analysis, and reporting data for the development of program goals for all school libraries • Provides organized data to all schools for collection development, weeding and other records as needed. • Assists in the provision of a barrier-free learning environment with work space for patrons for research, browsing, reading, computing and producing materials. • Develops and puts into practice a personal professional growth plan that is aligned to LRS/D11 goals. • Assists school library staff in reorganizing materials for ease of student and staff use (bookstore model). • Communicates with stakeholders • Responds to inquiries from library staff in schools to provide circulation, cataloging and other information. • Assists LTF to communicate with users in implementing and monitoring district policies, procedures and security controls. • Assists LTF in communicating new features/materials. • Communicates with individual stakeholders by phone, e-mail or in person, and provides data to assist with improving library media collections. • Collaborates with LTF and appropriate stakeholders to solve problems effectively and in a timely manner. • Leads and facilitates collaboratively • Assists LTF in the implementation of PRC/MTC, LRS and D11 goals. • Assists LTF and collaborates with all stakeholders to clearly set and align the mission and goals for the PRC and MTC. OTHER DUTIES • Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS** • Demonstrated technical competencies in building-based hardware and software • Ability to train others in the use of the library and textbook automation system • Ability to work independently and cooperatively with a focus on positive customer service. • Proficient knowledge of Microsoft Office products • Ability to update and manage a database • Ability to communicate effectively with a wide variety of people with both technical and nontechnical backgrounds. • Be highly detailed and well organized. • Demonstrated abilities in organizational, human relations, oral and written communication skills • Knowledge of the Dewey Decimal System

**QUALIFICATIONS** • Have the equivalent of 2 years of college or a 2 year college degree or 2 years of experience in a library media center - • Two years of technology experience preferred • Demonstrated technical competencies in computer hardware and software preferred

**ORGANIZATIONAL RELATIONSHIPS** • Reports to Library Technology Facilitator, Learning Resource Services.

**WORKING CONDITIONS** The work is mostly performed in a typical office and school environment.

**PHYSICAL DEMANDS** The work alternates between periods of activity such as walking and periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs or ladders; bend and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**  
Nonexempt

**WORK DAYS**  
260

District Language Apprentice

**SUMMARY OF FUNCTION**

To translate spoken or written words from one language to another; to prepare a variety of documentation and other material translating from one language to another for school and district personnel; to provide translations between languages during school and district meetings. The District Language Apprentice will facilitate communication between individuals in an accurate and culturally responsive way. They will maintain confidentiality and impartiality to ensure equitable treatment within the interpreting process.

**ESSENTIAL JOB FUNCTIONS**

- Serve as English/Spanish interpreter and maintain confidentiality with sensitive student/family information.
- Travels to various locations throughout the District to provide interpretation services as needed. (Location and schedules TBD but apprentice will likely work within your own high school and surrounding feeder schools; transportation not provided).
- Ability to attend and provide interpretation at after school and/or Central Administration events in the evening, such as Parent/Teacher conferences, D11 Family Community meetings, committee meetings or Board meetings as needed
- Translates / prepares / formats a variety of fliers, classroom materials, etc. for the purpose of providing information in a different language
- Supports the Enrollment Department over the summer to enroll linguistically diverse families in D11.
- Supports the ELL Liaisons with in-school interpretation, family support, and community events.

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Operation of standard office equipment
- Excellent communication skills
- Basic interest or knowledge in Canva and Adobe

**QUALIFICATIONS**

- 16 years of age or older
- High school student currently enrolled in job location and in good standing in District 11
- Ability to transport him/herself or have other transportation options
- Demonstrated level of responsibility through acceptable/passing schoolwork and grades
- Must be proficient in Spanish. Proficiency will be measured through the interview process and potentially through an exam such as OPI or the seal of bi-literacy.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the District Language Coordinators.

**WORKING CONDITIONS**

The work is performed in a variety of office/classroom environments.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift

JOB TITLE

JOB DESCRIPTION

and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Non-exempt

WORK YEAR

This is a two-year apprenticeship with D11. It will end when the apprentice reaches 2,000 hours of on the job training, 44 hours of related training and instruction, and occupation competencies are met.

JOB TITLE

JOB DESCRIPTION

District Language Coordinator

SUMMARY OF FUNCTION

To translate spoken or written words from one language to another; to prepare a variety of documentation and other material translating from one language to another for school and district personnel; to provide simultaneous translations between languages during school and district meetings.

ESSENTIAL JOB FUNCTIONS

- Serve as English/Spanish translator and interpreter
- Prepares a variety of documents for the purpose of providing information in a different language
- Reads a variety of documents for the purpose of interpreting materials in a different language
- Reviews and edits translations for accuracy, context, readability and style
- Translates a variety of documents for the purpose of providing translation and
- Travels to various locations throughout the District to provide interpretation services as needed.
- Ability to attend after school and/or Central Administration events in the evening, such as Parent/Teacher conferences, D11 Family Community meetings, committee meetings or Board meetings as needed

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Operation of standard office equipment
- Excellent communication skills
- Preparation and maintenance of accurate records and filing systems

QUALIFICATIONS

- Colorado Court Certification or the ability to obtain within three months

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Equal Opportunity/Ombudservices

WORKING CONDITIONS

The work is performed in a typical office/classroom environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Non-Exempt

WORK YEAR

260 days per year

District Registration Assistant

**SUMMARY OF FUNCTION**

Responsible for the admissions/registration process for students entering the district, as well as processing in-district transfers and submitting records requests. Disseminates information provided by parents, schools, other districts and universities related to student admissions and student records. Develops and promotes good community relations among various community and school clientele.

**ESSENTIAL JOB FUNCTIONS**

- Register new students by verifying residency, eligibility, immunizations, etc., and enter data into student information system Assist parents with the online system for registering students
- Manage student information system by transferring and withdrawing students
- Send records requests to prior schools for new students
- Generate enrollment reports
- Process returning students, address changes, and any other demographic or contact information associated with a student
- Responsible for the data integrity of demographic section of the student information system
- Advises the community of district boundaries and attendance areas.
- Provide customer service to all visiting guests, parents and students, whether in person or on the phone. Answer questions politely and appropriately
- Process paperwork for military Impact Aid Grant submission
- Support Director of Enrollment with the yearly pupil count
- Perform other duties as assigned

**OTHER DUTIES**

- Perform other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent customer service and communication skills
- Knowledge of district policies and procedures preferred
- General computer and office equipment knowledge
- Ability to operate specialized software packages
- Strong organizational skills
- Partnership building/team work skills
- Ability to learn new skills independently
- Ability to keep information confidential
- Bilingual preferred

**QUALIFICATIONS**

- High school diploma or equivalent
- Computer literacy and familiarity with various computer programs
- Strong attention to detail
- Three years secretarial or related office experience, preferably in an educational setting. Additional related experience may substitute for formal education as deemed appropriate

**ORGANIZATIONAL RELATIONSHIPS**

JOB TITLE

JOB DESCRIPTION

Reports to the Director of Enrollment

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity.

Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Non-exempt

**WORK YEAR**

260 Days

District Research Analyst

**SUMMARY OF FUNCTION**

District Research Analyst is responsible for carrying out complex data analysis related to assessment, enrollment, and educational programs; assisting in the design and implementation of projects; and preparing research and technical reports and presenting results as a member of a project team.

**ESSENTIAL FUNCTIONS**

- Consults with district, school, instructional, and assessment leadership and makes recommendations to advance the mission of the district based on research findings, interpretations, and organizational performances.
- Designs data collection and analysis procedures, analyzes data and produces written and oral reports to constituents as needed.
- Designs data collection and analysis procedures, analyzes data and produces written and oral reports to constituents as needed
- Implements data management strategies for reporting on assessment results
- Assists in providing technical assistance to school leadership and educators and administrative staff regarding student achievement, accountability, data collection, and data validation as requested
- Develops/selects appropriate data analysis to meet a variety of district, school and classroom needs
- Provides assessment consultation to schools and district leadership on research, assessment, and data analysis applications as requested
- Analyzes data and report results using appropriate statistical methods using statistical packages (SPSS and relational database software)
- **Required tasks**
- Data retrieval
  - Coordinate data collections from school Principals/Building Accountability Committees
  - Work one-on-one to educate/facilitate/coordinate use of simple, easy to use data collection tools for the Principals/ Building Accountability Committees/Library Technology Educators/Registrars in order to obtain the appropriate raw data from the schools for district-wide data collections
  - Obtain data from myriad district databases. Requires developing close working relationships with MIS/IT/Networking personnel.
  -
- Data manipulation
  - Use Access/Excel/SPSS extensively to perform data aggregation/disaggregation
  - Maintenance of large datasets
  - Cleaning and validating datasets
  -
- State data submissions
  - Prepares state data collection submissions
  -
- Report generation
  - Take complex analyses and generate written or verbal reports to technical and non-technical audiences.
  - Use various graphic/charting/visualization technologies (e.g., Excel, PowerPoint, Adobe products) to produce graphical representations of analysis results.
  -
- Familiarity with current education related regulations
  - Handle appeals to Colorado Department of Education regarding data and report accuracy on behalf of the district
  -

JOB TITLE

JOB DESCRIPTION

- Must realize the impact of current education related regulations on schools and the district as a whole and be able to explain their impact to technical and non-technical audiences.
- Serve as a technical resource within the department and the district for analytical techniques and methodologies.
- Serves as manager of AEC School Assessment Coordinator (SAC) processes.

**OTHER DUTIES**

Other duties as assigned

**KNOWLEDGE, ABILITIES, and SKILLS**

- Excellent time management, communications, decision making and trouble shooting skills
- Ability to take work direction, prioritize work load in a shifting environment, and meet ever-changing deadlines
- Advanced skills in Microsoft Office Products and Adobe Acrobat Professional
- Experience in data analysis skills (report writing, graphical presentations, etc.)
- Possess advanced knowledge of statistical procedures
- Communicates effectively both orally and in writing with technical and non-technical audiences
- Interacts harmoniously with a variety of people

**QUALIFICATIONS**

- Master’s degree
- Previous experience in educational environment (public school and/or university)
- Proficient in Excel, Access, PowerPoint and Adobe Acrobat Professional
- Programming background helpful (
- Teaching experience in K-12 setting preferred
- Three years of experience in similar position(s)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Educational Data and Support Services

**WORKING CONDITIONS**

This work is performed in a typical office environment

**PHYSICAL DEMANDS**

The work is generally sedentary with some extended periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift or carry up to 40 pounds; climb stairs, bend, reach, grasp, and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

District Security Coordinator of Investigations

#### SUMMARY OF FUNCTION

Conduct employee and student crime of violence investigations, fingerprinting and background investigations. Assists local law enforcement with criminal investigations, and issue DVERT (Domestic Violence) and Criminal Juvenile notifications. This is a non-uniformed, armed position.

#### ESSENTIAL JOB FUNCTIONS

- Investigates and documents criminal events, personnel violations, and discipline code violations on District owned property
- Assists in coordination of action to be taken concerning threats of violence on students or District personnel, and assists in implementation
- Confers with and assists building administration, school safety, security and police in investigation of criminal incidents or discipline code violations
- Is familiar with and enforces student Conduct and Discipline Code and other school rules and regulations
- Must have working knowledge of Colorado revised Statutes
- Completes required written reports to document incidents
- Observes and gathers information about student involvement in gang activities, weapons possession or use of illegal or dangerous substances
- Reports incidents to appropriate authorities as required
- Investigates incidents of alleged miss-conduct by School District-11 employees, and prepares and files necessary reports
- Conducts Crime of Violence investigations, prepares the appropriate reports and testifies before the review board
- Audits the daily Juvenile crime report and notify the appropriate school principal of students charged with a criminal offense
- Fingerprints District applicants and conducts background investigations
- Co-supervises 10 District Security Officers and assumes supervision of Security Department in absence of Commander of Security Operations and Security Coordinators and is on call every fourth week to take emergency calls from District Security Officers
- Prepares and conducts training of security related topics for District personnel

#### OTHER DUTIES

- Performs related duties as assigned by supervisors

#### KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of security procedures as applied to the requirements of the District
- Knowledge of first aid and emergency response procedures
- Knowledge of standard use of force and restraint laws and procedures

JOB TITLE

JOB DESCRIPTION

- Demonstrated proficiency in the use of firearms
- Ability to observe, maintain order, and take appropriate actions in situations requiring intervention
- Working knowledge of standard office computer programs including, but not limited to: Microsoft Office, Publisher, PowerPoint, Photo Editor
- Ability to communicate effectively orally and in writing, to include: the maintenance of logs, preparation of detailed reports and other documentation regarding investigations; and to speak in public to include training, presentations and court testimony
- Ability to work both independently and cooperatively with others

QUALIFICATIONS

- Possess, or be eligible for, current Peace Officer's Standard Training (POST) certificate or have completed a state certified police or military police academy training, or three years of Law Enforcement experience, or completion of a two year program in police science with an accredited AAS Degree
- Must have a minimum of three years of investigative experience
- Must obtain a concealed weapons permit within 60 days of employment
- Must have a current valid Colorado Drivers License and a clean driving record

ORGANIZATIONAL RELATIONSHIPS

Reports to Security Operations Manager.

WORKING CONDITIONS

The work is performed in the office and on school properties. The job also requires extended time in a seated position completing reports on assigned computer.

PHYSICAL DEMANDS

The work is a combination of vehicle operation and walking in and around school properties. Typical positions require workers to lift and carry up to 20 pounds; climb stairs and ladders; reach, hold, grasp and turn objects. At times, workers may have to restrain students physically. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

ESP Nonexempt

## JOB TITLE

## JOB DESCRIPTION

District Security Officer

## SUMMARY OF FUNCTION

Patrol and monitor District property or functions to ensure safety and security of students, visitors and staff and to ensure the security of buildings and property. This is a uniformed armed position.

## ESSENTIAL JOB FUNCTIONS

- Patrols District owned property to detect and/or interdict vandalism, theft, burglary and other criminal activity. Provides escort for funds transfers
- Responds to burglar, fire or panic alarm activations to check the security of the premises and to provide assistance to responding police officers and/or District personnel
- Monitors alarms and other security devices for the Central Administration complex and assists visitors to the Central Administration Building
- Patrols the Central Administration complex for unauthorized and/or criminal activity and interdicts and reports activity as needed
- Provides security and assistance for public meetings of the Board of Education and other District committees and activities at the Central Administration complex or at other locations
- Investigates and documents criminal events on District owned property
- Assists in coordination of action to be taken concerning threats of violence on students or District personnel, and assists in implementation
- Confers with and assists building administration, school safety and security and police on investigation of criminal incidents or discipline code violations
- Assists responding police officers in the conduct of their investigations by contacting necessary District personnel, unlocking doors, turning off/on alarm systems, etc.
- Makes appropriate notification via telephone, radio or written report of incidents requiring documentation
- Monitors and supervises students' activities at assigned locations in buildings and/or grounds
- Checks students' hall or parking lot passes
- Inquires about the nature of the business of non-students entering campus and determines if they require an escort
- Documents and escorts unauthorized persons off campus
- Calls for assistance from supervisor in these matters if needed
- Is familiar with and enforces Student Conduct and Discipline Code and other school rules and regulations
- Completes necessary reports to document criminal events or discipline code violations
- Administers warnings to students or refers them to building administrators for disciplinary action
- Ensures students, staff, and visitors adhere to School Board policies and regulations while on campus or at District sponsored events
- Issues verbal warnings, reports misconduct and requests assistance from appropriate personnel as required
- While on patrol, watches for disturbances, fights, unauthorized visitors, or criminal activity
- Assesses danger and calls for backup or assistance if necessary
- Intervenes to halt or prevent fights, disturbances or other incidents, and defuse threatening or confrontational situations between students or others
- Ensures order is restored and students are unharmed
- Observes and gathers information about student involvement in gang activities, weapons possession or use of illegal or dangerous substances
- Reports incidents to appropriate authorities as required
- Assists in the evacuation of building during emergency drills and actual emergencies
- Provides student supervision at after school functions and athletic events as assigned

JOB TITLE

JOB DESCRIPTION

•Renders appropriate first aid to injured persons and follows established protocol for reporting injuries

OTHER DUTIES

•Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of security procedures as applied to the requirements of the District
- Knowledge of first aid and emergency response procedures
- Ability to observe, maintains order, and takes appropriate actions in situations requiring intervention
- Ability to maintain logs, prepare reports and other documentation regarding activities
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent plus additional relevant vocational course work.
- Possess, or be eligible for, current Peace Officer’s Standard Training (POST) certificate; or completion of state certified police or military police academy training; or three years of law enforcement experience; or completion of a two-year program in police science
- Must pass a background investigation
- Current first aid and CPR certificates
- Must be able to obtain and maintain a Colorado Driver License according to District standards (a bi-annual motor vehicle record will be reviewed).

ORGANIZATIONAL RELATIONSHIPS

Reports to Director of Security.

WORKING CONDITIONS

The work is performed in a vehicle and on school properties.

PHYSICAL DEMANDS

The work is a combination of vehicle operation and walking in and around school properties. Typical positions require workers to exert a push/pull force in excess of 100 pounds infrequently, up to 50 pounds on an occasional basis and 10 pounds on a frequent basis; climb stairs and ladders; reach, hold, grasp and turn objects. At times, workers may have to restrain students physically. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

District Support Technician

**SUMMARY OF FUNCTION:**

Serves on District team providing centralized library and technology support for all schools. Under the direction of the Learning Resource Services - Instructional Technology Director, or department designee, the District Support Technician provides support for all schools in three main areas 1) library operational services, 2) assisting staff and students to access technology, information, and library materials, 3) technology maintenance and troubleshooting.

**ESSENTIAL JOB FUNCTIONS (COMPETENCIES):**

- Utilizes and monitors library automated system and online learning systems to assist students and staff in a variety of situations.
- Accesses print and non-print information to meet the needs of staff and students.
- Uphold library and technology policies including the support of student and staff confidentiality.
- .
- Under direction from assessment technology specialists and designated representatives, prepares technology including laptops, desktops, tablets, etc. to meet specifications for standardized online assessments.
- Circulate library books and textbooks and materials through the automation management system.
- Assists in coordinating usage of the library and technology.
- Upholds media center policy and procedures consistent with District vision, mission, goals, policies, and procedures.
- Use and document productivity through provided systems such as district support desk software and knowledge base.
- Provide first line of technical assistance and support to students and staff by independently troubleshooting technology equipment, software systems and applications, local area network, and wireless access points.
- Troubleshoot technology issues remotely using provided systems.
- Support library, technology and textbook inventory finalization.

**OTHER DUTIES:**

- Performs all other duties/work as required.
- Travel during work day may be required.
- Participation in a variety of district trainings/meetings required.

**KNOWLEDGES, ABILITIES AND SKILLS:**

- Ability to work cooperatively with District staff.
- Demonstrated technical competencies, such as six step troubleshooting process and computer imaging.
- Demonstrated understanding and utilization of cloud-based tools.
- Ability to foster and manage change.
- Ability to set priorities, complete tasks, and demonstrate follow-through in day-to-day library and technology support
- Strong verbal and written communication skills.
- Ability to take direction.
- Ability to work on a team and take feedback.

**QUALIFICATIONS:**

- Have the equivalent of 2 years of college or a 2-year college degree or passed the Work Keys test.
- Two years of demonstrated technical competencies in computer hardware and software preferred.
- Demonstrated ability to learn and adapt to evolving technology, learning

JOB TITLE

JOB DESCRIPTION

environments, multiple schools and district-level needs.

- School based library support experience preferred.

**ORGANIZATIONAL RELATIONSHIPS:**

Reports to and evaluated by Director of Learning Resource Services – Instructional Technology or designee.

**WORKING CONDITIONS:**

The work is performed in a typical office and school environment.

Travel between sites may be required.

**PHYSICAL DEMANDS:**

The work is regularly active with mostly walking and standing with periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects, use fingers to operate computer or typewriter keyboards; identify colors; detect odors; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, and to use normal or aided vision and hearing.

**FLSA STATUS:**

Nonexempt

**WORK YEAR:**

185 Days

District Support Technician Apprentice

&lt;figure class="table"&gt;

**SUMMARY OF FUNCTION**

Serves on District team providing centralized library and technology support for their home school, with the possibility of helping other feeder schools. Under the direction of the Director of Technical and Support Services, or department designee, the District Support Technician Apprentice provides support for schools in three main areas 1) library operational services, 2) assisting staff and students to access technology, information, and library materials, 3) technology maintenance and troubleshooting. Second-year apprentices will be able to explore different departments within the technology division, such as technical services, network services, and digital solutions.

**ESSENTIAL JOB FUNCTIONS**

- Utilizes and monitors library automated system and online learning systems to assist students and staff in a variety of situations.
- ? Accesses print and non-print information to meet the needs of staff and students.
- ? Uphold library and technology policies and procedures including the support of student and staff confidentiality.
- ? Under direction from assessment technology specialists and designated representatives, prepares technology including laptops, desktops, tablets, etc. to meet specifications for standardized online assessments.
- ? Circulate library books and textbooks and materials through the automation management system.
- ? Assists in coordinating usage of the library and technology.
- ? Upholds media center policy and procedures consistent with District vision, mission, goals, policies, and procedures.
- ? Use and document productivity through provided systems such as district support desk software and knowledge base.
- ? Provide first line of technical assistance and support to students and staff by independently troubleshooting technology equipment, software systems and applications, local area network, and wireless access points.
- ? Troubleshoot technology issues remotely using provided systems.
- ? Support technology inventory finalization.

**OTHER DUTIES**

- Performs all other duties/work as required.
- ? Travel during work day may be required.
- ? Participation in a variety of district trainings/meetings required.
- ? Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to work cooperatively with District staff.
- ? Interest in learning technical competencies, such as six step troubleshooting process and computer imaging.
- ? Ability to foster and manage change.
- ? Ability to set priorities, complete tasks, and demonstrate follow-through in day-to-day library and technology support
- ? Strong verbal and written communication skills.
- ? Coachability
- Problem solver and critical thinker.
- ? Ability to work on a team and take feedback.

**QUALIFICATIONS**

- 16 years of age or older
- High school student currently enrolled in job location and in good standing in

JOB TITLE

JOB DESCRIPTION

District 11

- Ability to transport him/herself or have other transportation options
- Demonstrated level of responsibility through acceptable/passing schoolwork and grades

? Demonstrated ability to learn and adapt to evolving technology, learning environments, multiple schools and district-level needs.

? Have at least one CTE class on transcript.

**ORGANIZATIONAL RELATIONSHIPS**  
Reports to and evaluated by Director of Technical and Support Services or designee.

**WORKING CONDITIONS**  
The work is performed in a typical office and school environment. Travel between sites may be required.

**PHYSICAL DEMANDS**  
The work is regularly active with mostly walking and standing with periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects, use fingers to operate computer or typewriter keyboards; identify colors; detect odors; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, and to use normal or aided vision and hearing.

**FLSA STATUS**  
Non-exempt

**WORK YEAR**  
This is a two-year apprenticeship with D11. It will end when the apprentice reaches 2,000 hours of on the job training, 44 hours of related training and instruction, and occupation competencies are met.</figure>

JOB TITLE

JOB DESCRIPTION

District Translator/Interpreter (English-Spanish)

SUMMARY OF FUNCTION

To translate spoken or written words from one language to another; to prepare a variety of documentation and other material translating from one language to another for school and district personnel; to provide simultaneous translations between languages during school and district meetings.

ESSENTIAL JOB FUNCTIONS

- Serve as Title I English/Spanish translator/interpreter
- Prepares a variety of documents for the purpose of providing information in a different language
- Reads a variety of documents for the purpose of interpreting materials in a different language
- Reviews and edits translations for accuracy, context, readability and style
- Translates a variety of documents for the purpose of providing translation and interpretation for school functions

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Operation of standard office equipment
- Excellent communication skills
- Preparation and maintenance of accurate records and filing systems

QUALIFICATIONS

- Colorado Court Certification or the ability to obtain within three months

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Title I

WORKING CONDITIONS

The work is performed in a typical office/classroom environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Non-Exempt

WORK YEAR

200 days per year

District Webmaster

**SUMMARY OF FUNCTION**

Under the direction of the Public Information Officer, the District Webmaster is responsible for all aspects of the District's web presence to include all public internet sites, intranet, on prem. SharePoint team sites and teacher sites.

**ESSENTIAL JOB FUNCTIONS**

- Coordinates with all divisions within the District to update and maintain the District's public web site and ensures it is always up-to-date.
- Solely responsible for the maintenance and on-going development of the District homepage and top level websites.
- Timely review and postings of public information, announcements, and all other web site submittals to the District web site and external social media sites such as, Facebook and Twitter.
- Responsible for all customer relations related to the District Web site activities.
- Facilitate the creation, editing, updating and development of all new district-wide Blackboard and SharePoint applications, web parts, lists, libraries, surveys, scripts and forms on the District internet and intranet and assure their functionality.
- Supervises, supports and responds to a variety of inquiries from staff in over 50 schools and all central administration departments to ensure all information posted on the District website follows School District 11 policy, procedure and style guide.
- Creates custom design solutions to ensure District goals are met effectively and efficiently.
- Research, evaluate and test new software, tools and hardware related to web sites and objectively present options to management and internal stakeholders.
- Monitors and analyzes web site traffic and prepare statistical reports accordingly.
- Configures and administers user account creation and permissions to the District's public site and Intranet.
- Creates standards for design, navigation and browser compatibility (e.g. accessibility, fonts, formatting, icons, images, layout techniques, and modularization, including maintenance of Blackboard and SharePoint templates and image archives, etc.) for the purpose of meeting District goals and presenting a consistent image within the community.
- Works with Network Services personnel on scheduled web server preparation, maintenance, up-grades and related administrative tasks.
- Prepares course materials and conducts ongoing Blackboard training classes to all District staff.
- Prepares online training videos on Blackboard to be used by all District staff.
- Maintains security, confidentiality, and unquestionable integrity of all District online data.
- Supports the Board of Education online meeting, information and board packet solution (BoardDocs).
- Administers and supports the district-wide use of the District's community communications systems including the Blackboard Mobile App and the Blackboard online Communication Portal (The D11 Loop).
- Participates in the District Communications Team.

**OTHER DUTIES**

Performs related work as required

**QUALIFICATIONS**

Bachelor's degree in Web Technology, Computer Science, or related field.

JOB TITLE

JOB DESCRIPTION

Documented experience using modern web tools for creation of dynamic and responsive content .

**KNOWLEDGE, ABILITIES, AND SKILLS**

Fluency in web languages and development tools such as HTML, DHTML, ASP.Net, CSS, and JavaScript

Proficient use and ability with MS SharePoint Technology, Dreamweaver, MS Office, Windows IIS environments.

Extensive experience with web server software, web installation, and maintenance.

Experience designing and administering Microsoft SharePoint Portal Server.

Knowledge and familiarization with District Policies and Procedures related to public information and electronic document postings and schedules.

Familiarization with K-12 educational technology environments.

Good troubleshooting, technical analysis, and customer service skills.

Ability to promote harmonious working relationships with the District personnel and outside business.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Public Relations Officer.

**WORKING CONDITIONS**

The work is performed in an office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Division Head of Human Resources

SUMMARY OF FUNCTION

Oversees and directs the districts human resource functions including employment, staffing, compensation, personnel support services, records and reporting, substitutes, leave administration, and employee relations.

ESSENTIAL JOB FUNCTIONS

- Directs and oversees the districts Human Resources Division
- Establishes, develops and oversees the enforcement of district human resources policies and procedures as related to the overall district goals and objectives
- Manages and oversees the labor agreements and negotiations with the teacher association
- Serves on the Superintendent's staff as the representative and advisor on human resource related issues
- Oversees and coordinates implementation of the district's grievance policies
- Oversees the districts employee evaluation programs
- Develops and implements program objectives and insures constant application of program directives
- Oversees all district staffing policies and objectives and monitors staffing activities to insure compliance with goals and objectives
- Manages division budget
- Sets spending priorities for the division and monitors related expenditures

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of human resources principles and practices as applied to the overall management of human resources services in a large public school system
- Knowledge of applicable laws, rules and regulations governing human resources management activities
- Ability to plan, organize and direct a comprehensive human resources management program serving the District
- Ability to perform sound human resource analysis and take or recommend appropriate actions regarding human resources matters
- Ability to supervise professional, technical and support staff
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- Master's degree or equivalent in personnel administration or related field
- A minimum of six years of progressively responsible experience in human resources management that include experience in managing human resource functions for a school system
- Experience in negotiating and interpreting labor contracts

ORGANIZATIONAL RELATIONSHIPS

Reports to the Superintendent. Supervises staff of the division.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use

**JOB TITLE****JOB DESCRIPTION**

fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Dyslexia Specialist, Elementary

## SUMMARY OF FUNCTION

This elementary teaching position will be unique in the elementary school setting.

The Dyslexia Specialist will be an Academic Language Therapy Association-Certified Academic Language Therapist (ALTA-CALT) or -Certified Academic Language Practitioner (ALTA-CALP) individual who will be teaching *Take Flight*, or other CDE- and D11-approved Dyslexia intervention programs, to small groups of students in sessions that rotate throughout the day. The Dyslexia Specialist will plan, prepare, and deliver effective academic intervention instruction that is explicit, multisensory, cumulative, systematic, engaging, differentiated, and aligned for diverse student needs, including appropriate student accommodations.

## ESSENTIAL JOB FUNCTIONS

- The Elementary Dyslexia Specialist will teach 2nd, 3rd, 4th, and 5th grade student groups in ≈45 to 60-minute sessions throughout the day. This therapist may teach Year 1, Year 2, and Year 3 students.
- Provides direct dyslexia/dysgraphia intervention services to students with dyslexia/dysgraphia diagnoses, dyslexia/dysgraphia markers, or dyslexia/dysgraphia profiles by engaging students in scientific, research-based instructional practices that will help them improve their achievement in the areas of reading and written expression.
- Incorporates the use of best practices in the development and implementation of lesson plans in accordance with Texas Scottish Rite *Take Flight* training.
- Incorporates the use of best practices in the development and implementation of lesson plans in accordance to CDE- and D11-approved Dyslexia intervention programs.
- Monitors and tracks assigned students with dyslexia as they articulate through the system.
- Implements the district selected dyslexia program(s) with fidelity at the assigned level.
- Plans and prepares intervention lessons to maximize time and student success.
- Provides students with constructive and corrective feedback.
- Conducts and maintains progress monitoring in an organized and systematic fashion using formal and informal methods to measure student learning, progress, and needs.
- Provides parents and teachers with feedback and information regarding the student's progress within the dyslexia program.
- Serves in a consultative role for Section 504 Committees to ensure understanding and compliance of state and federal guidelines regarding dyslexia, dysgraphia, and other Specific Learning Disabilities (SLD) that impact reading, writing, and spelling.
- Assists campus staff in analyzing academic achievement data and other tools to formulate instructional plans for students with dyslexia/dysgraphia.
- Utilizes strategies for working with students in at-risk situations.
- Serves in a consultative role to campus Student Support Teams when questions arise regarding dyslexia and dysgraphia.
- Assists and collaborates with campus staff in implementing effective intervention plans for students with dyslexia/dysgraphia.
- Presents and/or facilitates professional development about dyslexia/dysgraphia to campus(es).
- Participates in regular district professional development and ALTA-CALT/-CALP trainings and meetings to maintain knowledge of educational best practices.

- For itinerant positions, travel within the district will be required.

#### OTHER DUTIES

- Performs related duties as assigned.

#### KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge and experience in teaching students with dyslexia and language-based reading and writing disabilities
- Demonstrate knowledge of nationally norm-referenced assessments used in the diagnosis of students with dyslexia/dysgraphia
- Demonstrates knowledge of interpretation of dyslexia/dysgraphia diagnostic reports
- Demonstrates knowledge of effective instructional practices to include potential effects of dyslexia in mathematic
- Skill in effectively managing a classroom and student behavior.
- Skill in using assessment and evaluation results to shape instruction.
- Skill in analyzing data and using data tools
- Skill in working with computer tools, including but not limited to, email, Internet, word processing, and spreadsheets
- Skill in communicating clearly and effectively with others; in print and in conversation.
- Skill in working in collaborative team-based environments
- Skill in being flexible and adaptable, willing to work with a variety of personalities in a variety of settings (e.g., itinerant)
- Skill in effectively organizing materials in a variety of settings
- Skill in initiating tasks to problem-solve within a team environment
- Skill in and self-monitoring and time management
- Demonstrate knowledge and understanding of the Colorado READ Act and CDE Dyslexia Handbook
- Demonstrate knowledge and understanding of current state and federal dyslexia legislation
- Extensive training and/or experience in reading, reading curriculum and instruction, dyslexia, and the science of reading
- Demonstrate abilities in establishing and maintaining trusting organizational and human relations, and in effective written and oral communication skills

#### QUALIFICATIONS

- Master's degree in education or education-related field
- Must possess, or be eligible for, current Colorado (CDE) teacher licensure
- Must possess a current ALTA certificate
- Must have five or more years of proven, successful K-5 classroom teaching experience teaching Reading and Writing
- Must be Highly Qualified for teaching K-5
- Must have an Early Literacy Designation
- ALTA-CALT Preferred and must have successfully completed a 2-year training program with a practicum
- ALTA-CALP, or will have successfully completed a 2-year training program with a practicum and have passed the CALP exam, prior to the start of the school year required

#### ORGANIZATIONAL RELATIONSHIPS

Reports to Director of Instruction and Curriculum. The Dyslexia Specialist: CALT/CALP is evaluated by trained CALTs and QI staff (Qualified Instructor, Designated by Director of Curriculum) with input from core team Content Facilitators and building principals

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in a typical office environment and in one or more schools.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

185 Days

EDSS - System Improvement Specialist

The System Improvement Specialist works toward building and sustaining a shared effort for improvement of the learning environment in conjunction with district leadership and various departments to improve teacher/school/district effectiveness and student achievement.

**ESSENTIAL JOB FUNCTIONS**

- Facilitate and lead continuous improvement processes merging diverse data sources to inform instructional practice;
- Facilitate and lead continuous improvement processes merging various district data sources to guide the writing of the UDIP and USIPs;
- Provide support in evaluating and implementing aligned professional development opportunities
- Monitor the implementation of intervention programs to ensure fidelity
- Model effective teaching techniques and strategies
- Understand, interpret, and communicate quantitative and qualitative data to various stakeholders
- Oversee and coordinate various budgets that support essential job functions
- Performs related work as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent interpersonal skills
- Knowledge of basic writing grammar and punctuation and ability to write clearly
- Ability to learn new skill independently
- Ability to keep information confidential
- Ability to work across multiple departments toward shared goals

**QUALIFICATIONS**

- Master's degree from an accredited college or university
- Successful experience working with adults in the areas of coaching and professional training
- Knowledge of process improvement strategies, content standards, and data analysis/presentation

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Executive Director of EDSS

**WORKING CONDITIONS**

- The work is performed in a typical school or office environment
- Flexibility in work schedule is required

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK YEAR:**

260 Days

EDSS Programmer

**SUMMARY OF FUNCTION**

Provides data and analytical reports that result from programming. Formats output data to meet data analysis and reporting needs including state required submissions. Provides training and support for school assessment coordinators. Prepares user documentation, training materials and assists in training. Responds to user inquiries as needed.

**ESSENTIAL JOB FUNCTIONS**

- Reviews output data for errors or discrepancies and resolves the data issues
- Prepares output data in a user friendly format
- Writes user manuals
- Responds to user questions and inquiries
- Assists and trains users in system related questions, operation and problems
- Serves as a system expert on assessment systems
- Develops methods for maintaining quality of user systems
- Provides telephone support to and interacts directly with school administrative staff to help when problems occur
- Assesses nature and extent of issues, and determining the level of technical/functional expertise required for resolution
- Transforms initial information from users to determine solutions to answer questions
- Researches user problems, needs, and issues, and solves problems, or coordinates solutions with users and technical staff
- Tests solutions and works toward full resolution
- Works with users to define new requirements and efficiently address needs
- Provides feedback on status to user/originator of requests
- Provides training as needed
- Assists IS technical staff
- Documents issues or problems and their resolutions or solutions
- Provides problem solving and troubleshooting assistance
- Reapplies customizations to batch processes (SQL)
- Provides data for exchange, or creating interfaces to other systems when needed
- Delivers critical data to the Colorado Department of Education on a regular and reoccurring basis

**OTHER DUTIES**

Performs other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent time management, communications, decision making and troubleshooting skills
- Proficient in Microsoft Access and Excel
- Experience in data analysis skills (report writing, graphical presentations, etc)
- Communicate effectively both orally and in writing with technical and non-technical audiences
- Knowledge of computer operations training materials and related areas
- Knowledge of programming concepts, methods, and techniques
- Knowledge of database structure and design
- Knowledge of data management tools
- Knowledge of testing methodologies and standards
- Knowledge of and ability to use effective problem solving skills
- Ability to research all issues related to an action/intervention before implementing solutions
- Ability to document issues, problems and solutions

JOB TITLE

JOB DESCRIPTION

- Knowledge of Outlook and/or other email applications
- Knowledge of SQL
- Knowledge of data management tools (SQL, SQL Server Management Studio, and SQL Server Business Intelligence Development Studio)
- Knowledge of school data reporting needs at a state level
- Knowledge of student software systems
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Ability to operate keyboard devices at moderate speed
- Ability to provide user assistance within areas of capability
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- Bachelor's degree or equivalent experience
- Two years of experience with computer systems
- Customer service-orientation; with ability to be responsive to users' needs
- Effective organizational and time management skills with the ability to prioritize
- Good attention to detail skills
- Ability to work collaboratively and effectively with technical staff and end users
- Commitment to learning new skills, and the continual improvement of services

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the section Director of Assessment

**WORKING CONDITIONS**

The work is performed in a typical office environment

**PHYSICAL DEMANDS**

This work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing

**FLSA STATUS**

Exempt

**WORK YEAR**

## EDUCATOR SUCCESS COORDINATOR

## SUMMARY OF FUNCTION

The New Educator Success Coordinator is responsible for designing, implementing, and overseeing programs that support new educators in their first years with the district. This role focuses on D11 Launch programming, induction, mentoring systems, coaching for beginning teachers, and fostering educator growth aligned with district goals and standards. The Coordinator works collaboratively with district and school leadership to ensure high-quality onboarding, ongoing support, and retention of new teachers.

**ESSENTIAL JOB FUNCTIONS**

- Develop, coordinate, and manage the district's New Educator Launch Program, including operating year round opportunities for professional development.
- Provide direct coaching, support, and professional development to new educators aligned to district strategy.
- Collaborate with principals, instructional coaches, and mentor teachers to ensure cohesive support for new educators.
- Plan and deliver induction activities, including orientation sessions, workshops, mentoring programs
- Monitor and assess new educator progress and provide feedback to improve teacher effectiveness and student learning outcomes.
- Train and support mentor teachers assigned to new educators.
- Collaborate with the Academics team, Talent Management, and school leaders to ensure alignment of new educator supports with district initiatives.
- Analyze student achievement and teacher performance data to inform support strategies for new educators.
- Maintain accurate records related to induction program participation, mentoring assignments, and support activities.
- Communicate regularly with new educators regarding available supports, district expectations, and professional growth opportunities
- Stay current with best practices and research related to teacher induction, mentorship, and educator development.
- Assist in developing resources, toolkits, and digital content for new educators.
- Participate in leadership committees, task forces, and other district initiatives as assigned.
- Perform other duties as assigned.

**KNOWLEDGE, SKILLS AND ABILITIES**

- Strong organizational, communication, and interpersonal skills.
- Previous mentoring, coaching, or leadership experience preferred.
- Demonstrated knowledge of adult learning theory, mentoring, and teacher development practices.
- Ability to work collaboratively across departments and with multiple stakeholders.

**QUALIFICATIONS**

- Bachelor's degree in Education or related field (Master's degree preferred).
- Valid teaching license.
- Five or more years of proven, successful education experience

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**ORGANIZATIONAL RELATIONSHIP**

Chief of Educator and Stakeholder Development

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to

**JOB TITLE****JOB DESCRIPTION**

20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 (P08)

JOB TITLE

JOB DESCRIPTION

ELL Coach (TOSA)

SUMMARY OF FUNCTION

Assists principals and teachers with instructional strategies for English Language Learners (ELLs) in assigned secondary schools. Assists district in training teachers on best practices for ELL students.

ESSENTIAL JOB FUNCTIONS

- Provides leadership in the implementation of standards with ELL students at secondary schools with ELL populations
- Provides assistance to principals and teachers to effectively implement the standards, to make improvements in learning, to enhance instructional delivery with ELL students
- Analyze test scores to guide instruction
- Provide technical and curricular support
- Provide effective interactive instruction to classes
- Provide instruction in the strategies of “Sheltered English”
- Provide instruction to meet learning styles
- Provide instruction in authentic assessment for ELL students
- Assist in administration of CELApro
- CELAplace appropriate students; follow up with appropriate documentation
- Generate related reports and documentation

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Extensive training or experience in teaching of English as a Second Language and Literacy
- Successful classroom teaching
- Evidence of professional preparation and competency in staff development
- Leadership ability for working with teachers, parents, and support staff
- Excellent communication skills
- Knowledge of technology integration
- Operational knowledge of standards-based instructional strategies

QUALIFICATIONS

- Colorado Teacher Certificate
- ELD endorsement or equivalent

ORGANIZATIONAL RELATIONSHIPS

Reports to Multilingual Facilitator and building principals. Evaluated by Multilingual Facilitator

WORKING CONDITIONS

The work is performed in a typical office/classroom environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

School year 210 days

JOB TITLE

JOB DESCRIPTION

ESL Family Teacher

SUMMARY OF FUNCTION

Responsible for implementation of multi-level ESL curriculum.

ESSENTIAL JOB FUNCTIONS

- Insure correct initial student placement for appropriate instruction
- Instruct students in academic, life skill, and workplace curriculum as based on individual skill assessment and need
- Plan in writing for daily outcomes, which correlate to long-range curriculum goals
- Supervise students individually or in groups as necessary with an emphasis on individual learning styles and ability to progress
- Develop a student educational plan (SEP) with each student to set individual goals
- Maintain individual student records to include attendance, SEP's, initial tests, and work samples
- Participate in staff meetings and teacher training sessions as assigned
- Coordinate and participate in PACT sessions and Parent Time with other Family Literacy staff when appropriate
- Participate in planning sessions with other Family Center staff
- Conduct a Parent's as Teacher's home visits with a minimum of five families, if trained
- Complete monthly reports in a timely manner
- Inform the ESL or Family Literacy Program Specialist of needed materials and supplies.
- Attend ESL staff meetings
- Participate in goal groups
- Prepare a mid-year and year-end report

OTHER DUTIES

- Other duties as assigned

QUALIFICATIONS

- Bachelor's degree in Education, or related field
- Current Colorado Teaching License
- Documented experience working both independently and with groups
- Excellent communication skills

PREFERRED QUALIFICATIONS

- Experience in working with families.
- Parents as Teachers training, if conducting personal visits
- Experience teaching a multi-level ESL setting
- Has obtained or is working towards a Literacy Instruction Authorization

ORGANIZATIONAL

Reports to the Principal of Adult and Family Education

WORK YEAR

December – May. Summer school options also available

JOB TITLE

JOB DESCRIPTION

ESP Council President

SUMMARY OF FUNCTION

Represents the ESP employees in District matters and acts as liaison between the BOE, Administration and ESP employees.

ESSENTIAL JOB FUNCTIONS

- Chairs monthly ESP Council meetings and assures that minutes are distributed to ESP throughout the District
- Assists employees in interpreting District policy and ESP Handbook issues
- Provides assistance to employees who experience problems with working conditions or situations
- Works with District administrators to provide appropriate training sessions for ESP to increase knowledge and capabilities
- Produces, edits and schedules printing of the ESPpectrum
- Coordinates assembling and distribution
- Chairs the Meet and Confer team, which presents the annual salary and benefits proposals to the Administration for recommendation to the Board of Education
- Recruits ESP to participate on District committees
- Appoints ESP to committees and works with them to plan and carry out the annual ESP Conference
- Prepares nomination materials, selects judges and plans for annual spring ESP Recognition Banquet
- Prepares correspondence as necessary

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill at assisting in planning, organizing and conducting activities involving ESP throughout the District
- Awareness and understanding of District policies and procedures
- Ability to assist groups in reaching consensus and helping employees find solutions to problems
- Ability to foster and manage change and actively promote growth opportunities for ESP employees

QUALIFICATIONS

- High school diploma or equivalent
- Experience in various areas of the District
- Meet the conditions listed in the ESP Council Bylaws

ORGANIZATIONAL RELATIONSHIPS

Reports to Director of ESP-Human Resources and supervises one part-time secretary

WORKING CONDITIONS

The work is performed in a typical office environment and at schools.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

JOB TITLE

JOB DESCRIPTION

Nonexempt

ESP Substitute-Non Licensed

**SUMMARY OF FUNCTIONS**

This Job Description covers all of the jobs listed below. Please specify which position you are interested in on the Educational Support Professional-Non Licensed Profile located in the Mandatory Documents section of the Career page.

**Clerical Substitute**

Performs high level secretarial tasks and administrative assistance to the principal/supervisors to ensure the successful operation of the program.

**Educational Assistant**

Assist Special Education/Regular Education teachers to meet the needs of children with special needs with academics, behavior modification, personal hygiene and /or physical/emotional conditions. (Physical required and ability to lift 50 pounds)

**Library Technology Technician**

Assists in the operation of the library by directing students and teachers to appropriate materials, managing circulation and performing clerical tasks required for maintenance of library materials.

**School Assistant**

Assist students, teachers and administrative staff to help increase student achievement by providing a supportive role for the learning environment.

**Study Hall Supervisor**

Supervises students assigned to study hall and in other areas.

**Teacher Assistant/Non Certified**

Assists classroom teachers by working with students and by preparing materials. Assist Special Education/Regular Education teachers to meet the needs of children with special needs with academics, behavior modification, personal hygiene and/or physical/emotional conditions.

**ESSENTIAL JOB FUNCTION**

- Provide information and support to students
- Create a positive classroom environment which upholds and enforces the school rules and is conducive to learning
- Demonstrates punctuality, good attendance, and professional attitude
- Develops and maintains professional working relations with other district employees
- Substitutes are expected to observe the same ethical codes as all District employees
- Attire should reflect the professional position of the employees and meet the dress code
- Pupil records of any description are confidential and must be treated as such
- Responsible for the proper use and care of classroom books and materials
- Performs clerical and organizational tasks such as typing correspondence, order forms, status reports and recordkeeping
- Maintain office files and inventory list
- Supervises students in classroom, playground, lunchroom and other areas
- Assist with toileting, including diapering and personal hygiene care
- Always check in at the office upon arriving at the building to receive information regarding room assignment, lesson plans, duties, mailbox and materials for the day
- Always check out at the conclusion of the day to leave keys, etc.
- Leave room areas neat and in order

**OTHER DUTIES**

- Perform related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office equipment, including desktop computers, copy machines and faxes
  - Knowledge of classroom routine and general school procedures
  - Knowledge of disabilities
  - Knowledge of media materials and their use
  - Ability to perform general office clerical quickly and efficiently
  - Ability to operate keyboard devices at moderate speed
  - Ability to assist users of a media center or computer lab
  - Ability to supervise students in study hall
  - Ability to work effectively with children with disabilities
  - Ability to relate well with children
  - Ability to communicate effectively
  - Ability to work cooperatively with others
- Ability to effectively use District's technology to include the SEMS (telephone and online) system

**QUALIFICATIONS**

- High School diploma or equivalent
- At Title 1 Schools for all long term positions (10 consecutive days) a copy of your Associates Degree or 48 Semester Hours are required. ( Does not apply to Clerical Positions)
- Physical required; ability to lift 50 pounds (Educational Assistant position only)
- Fingerprints
- 2 Professional, signed letters of recommendation, written within the past two years (must be scanned/uploaded into your application)
- Official college transcripts, if applicable (must be scanned/uploaded into your application and presented upon request; no copies will be accepted)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to assigned Teacher, Supervisor, Principal or Building Administrator.

**WORKING CONDITIONS**

The work is performed in a school classroom or office.

**PHYSICAL DEMANDS**

Clerical Substitute, Library Technology Technician, School Assistant, Study Hall Supervisor, Teacher Assistant:

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch, reach, hold, grasp and turn objects: use fingers to operate computer or typewriter keyboards. Occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently sitting, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing and talking. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**Educational Assistant**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently

JOB TITLE

JOB DESCRIPTION

sitting, standing walking balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing, and talking.

FLSA STATUS  
Nonexempt

JOB TITLE

JOB DESCRIPTION

ESP Training Coordinator

SUMMARY OF FUNCTION

Schedules, coordinates and provides training for Educational Support Professionals (ESP)

ESSENTIAL JOB FUNCTION

- Stays current with District policy and procedure as it relates to the requirements for training for ESP
- Provides training the trainer workshops to provide the number of trainers needed to support the needs of the organization
- Coordinates trainers and training
- Works with the Staff Development Office and local higher education institutions in providing college credit for classes taken
- Prepares, coordinates with Staff Development Office and distributes flyers advertising available courses with schedules, facilitators and locations
- Prepares and provides packets for instructors/trainers to include sign-in sheets and evaluations
- Maintains a positive learning environment by displaying a warm and inviting manner that promotes customer service for trainers, staff, and higher education institutions
- May provide certificates of completion as needed

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of classroom routine and general school procedures
- Ability to work flexible hours and days where schedules change on a daily basis
- Ability to interact effectively and cooperatively with all parties involved
- Ability to communicate effectively
- Ability to travel to any site in District Eleven and/or the community as needed
- Ability to demonstrate the use of and to assist others in using computers
- Ability to successfully facilitate training and meetings

QUALIFICATIONS

- High school diploma or equivalent
- Prior experience working with scheduling and training/facilitating
- Valid Colorado Drivers License

ORGANIZATIONAL RELATIONSHIPS

Reports to Director of Human Resources - ESP.

WORKING CONDITIONS

The work is performed in school classrooms and sites throughout School District Eleven and/or the community. The employee is required to drive his/her own vehicle as needed.

PHYSICAL DEMANDS

Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs or ladders; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

## EXECUTIVE DIRECTOR OF STUDENT PATHWAYS

**SUMMARY OF FUNCTION**

The Executive Director of Student Pathways is responsible for leading, creating, and managing programs that support students' transitions from middle school to high school, and ensure they demonstrate Postsecondary and Workforce Readiness. This role focuses on ensuring students have access to diverse pathways that prepare them for college, careers, and lifelong success.

**ESSENTIAL JOB FUNCTIONS****Leadership and Vision:**

- Develop and implement a strategic plan for secondary pathways, including college readiness, work based learning, career and technical education (CTE), and other post-secondary opportunities.
- Set and communicate a clear vision for student agency and pathway development.

**Program Management:**

- Oversee the development, implementation, and evaluation of secondary pathway programs.
- Ensure compliance with federal, state, and local regulations and policies.
- Coordinate and supervise the administration of assessments, curriculum, and interventions to support student readiness.

**Collaboration and Support:**

- Partner with school administrators, teachers, support staff, families, higher education institutions, and community organizations to support student pathways.
- Provide coaching, professional development, and resources to educators and staff.
- Facilitate communication and collaboration among stakeholders to address student needs and program goals.

**Data Analysis and Reporting:**

- Collect, analyze, and report data on student performance, program effectiveness, and pathway utilization.
- Use data to inform decision-making and continuous improvement efforts.
- Prepare and present reports to the school board, district leadership, and other stakeholders.

**Resource Management:**

- Manage budgets and allocate resources to support program goals and priorities.
- Seek and secure funding opportunities, including grants and partnerships, to enhance program offerings.

**Advocacy and Policy Development:**

- Advocate for the needs of students in secondary pathways at the district, state, and national levels.
- Develop and update policies and procedures to ensure equitable access to pathways for all students.

**KNOWLEDGE, SKILLS AND ABILITIES**

- Data analysis and interpretation to support student outcomes
- Strategic planning and initiative execution
- Collaborative mindset with the ability to influence across teams and roles
- Ability to work collaboratively across departments
- Strong leadership, communication, and interpersonal skills.
- Proven ability to manage programs, budgets, and staff effectively.
- Knowledge of relevant laws, regulations, and best practices in secondary education pathways.

**QUALIFICATIONS**

- Master's degree in Education, Educational Leadership, or a related field
- Valid administrative certification or licensure.

JOB TITLE

JOB DESCRIPTION

- CTE Director License or ability to obtain within one year of hire
- Extensive experience in secondary education, college readiness, career and technical education, or related areas preferred

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Chief of Student Experience and Success
- Supervises assigned staff

**WORKING CONDITIONS**

- The work is performed in a typical office environment.
- Full-time position with extended hours as needed.
- Requires flexibility, adaptability, and comfort with dynamic priorities
- Work primarily in an office setting with regular visits to schools and community sites.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards.

**FLSA STATUS**

Exempt (E14A)

**WORK YEAR**

260 Days

## EXECUTIVE DIRECTOR OF STUDENT SERVICES

**SUMMARY OF FUNCTION**

The Executive Director of Student Services is responsible for leading and managing the district's mental health services, behavioral interventions, school discipline, and school nursing programs. This role ensures that students receive comprehensive support to promote their well-being, academic success, and overall development.

**Leadership and Vision:**

- Develop and implement a strategic plan for mental health services, behavioral interventions, school discipline, and school nursing programs.
- Set and communicate a clear vision for supporting student well-being and success.
- Set and communicate vision for the District 11 Student Code of Conduct and corresponding policies and regulations

**Program Management:**

- Oversee the development, implementation, and evaluation of mental health services, behavioral interventions, school discipline, and school nursing programs.
- Oversees the enforcement and communication of the District 11 Student Code of Conduct and corresponding policies and regulations.
- Conducts disciplinary hearings as the designee of the Superintendent and the Colorado Springs School District Board of Education.
- Monitors and revises District disciplinary and school attendance policies to ensure compliance with local, state, and federal laws and guidelines.
- Aligns student discipline and attendance policies with District objectives.
- Updates building administrators regarding new laws, regulations and
- provides guidance regarding methods of compliance and best practices
- Coordinate and supervise the administration of services and interventions to support student needs.
- Oversee district wide Crisis Response Team

**Collaboration and Support:**

- Partner with school administrators, teachers, support staff, families, and community organizations to support student well-being.
- Provide coaching, professional development, and resources to educators and staff.
- Facilitate communication and collaboration among stakeholders to address student needs and program goals.

**Data Analysis and Reporting:**

- Collect, analyze, and report data on student outcomes, program effectiveness, and service utilization.
- Use data to inform decision-making and continuous improvement efforts.
- Prepare and present reports to the school board, district leadership, and other stakeholders.

**Resource Management:**

- Manage budgets and allocate resources to support program goals and priorities.
- Seek and secure funding opportunities, including grants and partnerships, to enhance program offerings.

**Advocacy and Policy Development:**

- Advocate for the needs of students in the areas of mental health services, behavioral interventions, school discipline, and school nursing programs at the district, state, and national levels.
- Develop and update policies and procedures to ensure equitable access to services for all students.

**KNOWLEDGE, SKILLS and ABILITIES**

- Knowledge of educational law and evidence based practices that support students with mental health and/or special education needs.

JOB TITLE

JOB DESCRIPTION

- Ability to work collaboratively across departments
- Ability to develop, implement, and lead special education programs for the District
- Ability to lead a robust improvement process in:
  - Identification process within MTSS framework
- Ability to communicate effectively
- Master's degree in Education, Counseling, Social Work, School Psychology Nursing, or a related field
- Valid administrative certification or licensure.
- Extensive experience in mental health services, school discipline, behavioral interventions, and/or school nursing. (Preferred)
- Strong leadership, communication, and interpersonal skills.
- Proven ability to manage programs, budgets, and staff effectively.
- Knowledge of relevant laws, regulations, and best practices in student services.

**ORGANIZATIONAL RELATIONSHIPS** Reports to the Chief of Student Experience and Success

**WORKING CONDITIONS**

- Full-time position with extended hours as needed.
- Requires flexibility, adaptability, and comfort with dynamic priorities
- Work primarily in an office setting with regular visits to schools and community sites.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards.

**FLSA STATUS**  
Exempt (E14A)

**WORK YEAR**  
260

Early Childhood Classroom Support Specialist

### **SUMMARY OF FUNCTION**

In this role, the paraeducator serves as a key resource for preschool paraeducators, offering coaching and practical strategies to improve classroom effectiveness. The position provides additional support in early childhood classrooms, ensuring classroom staff have the tools, skills, and support they need to manage daily responsibilities, implement new learning, and support young learners. The role adjusts flexibly to meet program-level support needs across district early childhood programs.

### **ESSENTIAL JOB FUNCTIONS**

- Offer hands-on support in early childhood classrooms to enhance instructional effectiveness and ensure a positive learning environment.
- Collaborate with paraeducators to implement developmentally appropriate practices and strategies.
- Design and implement comprehensive training programs and resources for paraeducators, ensuring that training is impactful and aligned with both classroom needs and organizational objectives.
- Conduct in-depth classroom observations and provide actionable feedback to paraeducators, fostering a culture of continuous professional growth and accountability.
- Support paraeducators in problem-solving and addressing challenges in the classroom.
- Stay updated on current research and best practices in early childhood education to provide expert guidance.
- Design systems and structures for para onboarding that promote a successful start to working in early childhood settings.
- Develop organizational systems that prioritize, communicate, and plan short- and long-term classroom support initiatives to ensure efficient operation and sustained progress.
- Provide expertise in DHS Rules and Regulations covering health and sanitation, ECERS and other licensing practices and support those standards in preschool classrooms.
- Train classroom paraeducators in supporting students with special needs, including how to implement accommodations, support IEP goals, and provide positive behavioral intervention strategies.
- Consult regularly with ECE Office support staff, offering insights and decision-making that contribute to the broader organizational success and ensure consistent support for classroom needs.

### **OTHER DUTIES**

Performs other related tasks as specified by the supervisor

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Strong understanding of child development, particularly in early childhood (preschool and kindergarten age).
- Knowledge of developmentally appropriate practices and instructional strategies for young children.
- Familiarity with early childhood education curricula, standards, and classroom management techniques.
- Knowledge of best practices in mentoring and coaching educators.
- Effective communication skills, both written and verbal, for providing feedback and guidance to paraeducators and teachers.
- Demonstrated ability to model and demonstrate classroom techniques and strategies in a clear, confident, and supportive manner.
- Problem-solving and critical thinking skills to address challenges in the classroom environment.
- Exceptional organizational skills to manage multiple responsibilities,

JOB TITLE

JOB DESCRIPTION

effectively prioritize tasks, and adjust to the dynamic needs of the Early Childhood Education Department, ensuring operational success.

- • Observation and assessment skills to evaluate classroom practices and provide constructive feedback.
- • Ability to cultivate and maintain positive, supportive, and empowering relationships with paraeducators and classroom staff, fostering a collaborative team environment.

**QUALIFICATIONS**

- • High school diploma or equivalent
- • Bachelor's degree in education or related field preferred
- • Minimum of 3 years of experience in an early childhood setting
- • Experience in a paraeducator, teacher's aide, or other support role in early childhood education.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Early Childhood Education

**WORKING CONDITIONS**

The work is performed in school classrooms, homes, and/or daycare setting.

**PHYSICAL DEMANDS**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting at tables and on the floor, standing, and walking throughout the day, lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stopping, kneeling, crouching, overhead reaching and fine motor activities, frequently sitting on the floor, in small chairs, and/or at tables, standing walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing, and talking.

**FLSA STATUS**

Non-exempt

**WORK YEAR**

187 Days

Early Childhood Facilitator

**SUMMARY OF FUNCTION**

This position is responsible for the successful implementation of early childhood programs within the District. These programs address the needs of special education students and Colorado Preschool Program (CPP) state funded students.

**ESSENTIAL JOB FUNCTIONS**

- Monitors, maintains and evaluates preschool programs and services; coordinates program curriculum and assessments
- Ensures programs meet all pertinent rules and regulations including special education state and federal law, CPP statute, DHS child care rules and regulations.
- Writes the annual CPP application for submission to the superintendent, coordinating and reporting data on the district council, program providers, child eligibility, budget and finance, quality of program, staff development, family support services, family involvement and program evaluation
- Works with and monitors community agencies/vendors to insure prescribed preschool practices are met for all students in all programs
- Budget manager for the CPP budget, including ordering and processing payments
- Submits to procurement an RFP for community vendors and assists in writing the contracts for community vendors
- Oversees early childhood office, child find, infant-toddler teen parent program, and specialized programs for children with autism
- Acts as special education facilitator for early childhood and attends IEPs and child find as needed
- Planning all staff development and training for district and community providers
- Recommendations placement decisions for classrooms based on the district and program's needs
- Coordinates and supervises related services for preschool students
- Oversees enrollment and placement for all preschool students
- Provides data for other departments for count dates and end of year reporting
- Assist principals in finding and hiring highly qualified preschool teachers
- Provides data for other departments for count dates and end of year reporting

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of preschool programs and effective methods of

achieving their successful implementation

- Knowledge of early childhood development, developmentally appropriate practice and current early childhood education
- Ability to provide leadership in coordinating preschool programs in the district
- Ability to establish and maintain effective working relationships with school administrators, teachers, vendors and others involved in the program
- Ability to communicate effectively

**QUALIFICATIONS**

- Master's degree in early childhood education
- Experience in early childhood education

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Special Education

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Early Childhood Family & Community Engagement Coor

### **SUMMARY OF FUNCTION**

The Early Childhood Family and Community Engagement Coordinator provides strategic leadership to advance the mission and vision of the Early Childhood Education Department. This role is responsible for developing, implementing, and overseeing family-centered initiatives that align with program goals and best practices. The coordinator exercises decision-making authority in creating programs that enhance family engagement, child development, and resource accessibility, ensuring a two-generation, whole-family approach to education and well-being. Additionally, the coordinator leads community outreach efforts, making strategic decisions to maximize program visibility and accessibility for all families.

### **ESSENTIAL JOB FUNCTIONS**

- Establish and realize a strategic vision for family engagement initiatives, ensuring alignment with district and department priorities and best practices.
- Direct and oversee the implementation of family engagement programs, making key decisions to enhance program effectiveness.
- Develop and implement policies and procedures to strengthen family engagement efforts.
- Assess program outcomes and make data-driven decisions to refine and expand initiatives.
- Lead the development of Parent Nights, ensuring families receive meaningful learning opportunities to support their children's education at home.
- Oversee playgroup programs throughout the year.
- Establish guidelines and oversee the implementation of home visits to strengthen the home-school connection, providing tailored resources and support.
- Continually research programs nationally and statewide that enhance the family school connection, i.e. The Parent Teacher Home Visit Project, 5Essentials, etc.
- Chair the Preschool Advisory Committee (PAC), ensuring families and community partners have a structured, influential role in program development and decision-making.
- Direct the planning and implementation of Universal Pre-K (UPK) screenings, ensuring equitable access to early childhood programs.
- Lead the family support process for UPK screening and enrollment, addressing barriers to access.
- Identify community needs and implement systems regarding the collection and distribution of essential resources (housing support, food assistance, healthcare, childcare, etc.).
- Advocate at the district and community levels for family needs, working to remove barriers to engagement.
- Develop partnerships with community organizations and district staff to offer a broad range of educational and support opportunities for families.
- Identify and coordinate training needs for the Family Engagement team to strengthen their knowledge of family engagement strategies, policies, and resources.
- Oversee the development and implementation of professional learning experiences for team members to enhance their effectiveness in family engagement roles.
- Develop and lead outreach initiatives to promote early childhood programs and drive enrollment.
- Establish and maintain high-impact partnerships with local organizations, businesses, healthcare providers, and community centers to expand program impact.
- Represent program and district interests at community events, resource fairs, and open houses, ensuring families are informed about available opportunities.

JOB TITLE

JOB DESCRIPTION

- Oversee the creation and distribution of marketing materials (flyers, brochures, digital content) to maximize outreach efforts.

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Strong leadership and decision-making abilities in program development and implementation.
- Deep understanding of best practices in family engagement.
- Experience in policy development, strategic planning, and team leadership.
- Excellent communication, collaboration, and problem-solving skills.
- Ability to analyze data and apply findings to drive program improvements.
- Experience navigating early childhood screening processes, special education services, and community resources.

**QUALIFICATIONS**

- Bachelor’s degree in education or social sciences related field preferred.
- Minimum of three years of experience in working with children, families and/or community agencies.
- Leadership experience in program development and staff supervision preferred.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Early Childhood Education.

**WORKING CONDITIONS**

The work is performed in a typical office environment, with some travel to schools, family homes and community partner locations.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

**WORK YEAR**

260

JOB TITLE

JOB DESCRIPTION

Early Childhood Roving EA - Autism

SUMMARY OF FUNCTION

Assists the supervisor in meeting the needs of preschoolers with special needs, in regards to pre-academics, behavior modifications, personal hygiene, physical/emotional/communication needs and/or social interaction.

ESSENTIAL JOB FUNCTIONS

- Assists students with all basic concepts, communication, and self help skills in groups or individually as specified by Individual Education Plan (IEP)
- Follow IEP goals to plan daily for student’s individual needs, using a wide variety of materials and instructional strategies.
- Consults daily and at weekly team meetings with supervisor and team members. Observes, records, and reports on student’s behaviors, pre-academic and communication progress, including IEP objectives.
- May provide input for student staffings and parent conferences if requested.
- Participates in collecting data on student progress as specified by supervisor
- Assists with toileting, including diapering and personal hygiene care of students
- Accesses and utilizes available information for community resources
- Performs clerical and organizational tasks as specified by supervisor
- Demonstrates understanding of DHS Rules and Regulations covering health and sanitation
- Maintains organizational and sanitizing functions of materials and equipment in the classroom
- Engages in preparing classroom activities and centers each Friday per supervisor’s direction
- Drives daily throughout School District 11 to various homes to support children with Autism

OTHER DUTIES

Performs other related tasks as specified by the supervisor

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of developmentally appropriate practice
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, printers, and copy machines, laminating machine
- Knowledge of early childhood classroom routines and general school procedures
- Knowledge of common disabilities
- Ability to work effectively and respectfully with children with Autism Spectrum Disorders
- Ability to type at a moderate speed
- Ability to communicate effectively
- Ability to work cooperatively and collaboratively with others
- Ability to take direction and accept feedback in a productive and proactive manner
- Ability to take initiative in interactions with students
- Ability to demonstrate flexibility when working with parents, students, and staff

QUALIFICATIONS

- High school diploma or equivalent
- Prior experience working with children
- First Aid/CPR certified
- Must have an Associate’s degree or 48 hours of college credit or have passed the ACT Work Keys Exam

ORGANIZATIONAL RELATIONSHIPS

JOB TITLE

JOB DESCRIPTION

Reports directly to supplemental services supervisor

**WORKING CONDITIONS**

The work is performed in school classrooms, homes, and/or daycare setting; must have reliable transportation to take you to and from these sites throughout your work day.

**PHYSICAL DEMANDS**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting at tables and on the floor, standing, and walking throughout the day, lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stopping, kneeling, crouching, overhead reaching and fine motor activities, frequently sitting on the floor, in small chairs, and/or at tables, standing walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing, and talking.

**FLSA STATUS**

Nonexempt

Early Childhood Roving Educational Assistant

### **SUMMARY OF FUNCTION**

Assists the supervisor in meeting the needs of preschoolers with special needs, in regards to pre-academics, behavior modifications, personal hygiene, physical/emotional/communication needs and/or social interaction.

### **ESSENTIAL JOB FUNCTIONS**

- Assists students with all basic concepts, communication, and self-help skills in groups or individually as specified by Individual Education Plan (IEP) or as indicated by teacher/supervisor, therapists, Individual Training Plan (ITP) and classroom objectives.
- Follow IEP goals to plan daily for student's individual needs, using a wide variety of materials and instructional strategies.
- Consults daily and at weekly team meetings with supervisor and team members. Observes, records, and reports on student's behaviors, pre-academic and communication progress, including IEP objectives. May provide input for student staffing's and parent conferences if requested.
- Participates in collecting data on student progress as specified by supervisor
- Assists with toileting, including diapering and personal hygiene care of students
- Accesses and utilizes available information for community resources
- Performs clerical and organizational tasks as specified by supervisor
- Demonstrates understanding of DHS Rules and Regulations covering health and sanitation, ECERS and other licensing practices and helps support those standards in the classroom
- Maintains organizational and sanitizing functions of materials and equipment in the classroom
- Engages in preparing classroom activities and centers each Friday per supervisor's direction

### **OTHER DUTIES**

Performs other related tasks as specified by the supervisor

### **KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of developmentally appropriate practice
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, printers, and copy machines, laminating machine
- Knowledge of early childhood classroom routines and general school procedures
- Knowledge of common disabilities
- Ability to work effectively and respectfully with children
- Ability to type at a moderate speed
- Ability to communicate effectively
- Ability to work cooperatively and collaboratively with others
- Ability to take direction and accept feedback in a productive and proactive manner
- Ability to take initiative in interactions with students
- Ability to demonstrate flexibility when working with parents, students, and staff

### **QUALIFICATIONS**

- High school diploma or equivalent

### **ORGANIZATIONAL RELATIONSHIPS**

Reports directly to supplemental services supervisor

### **WORKING CONDITIONS**

The work is performed in school classrooms, homes, and/or daycare setting.

JOB TITLE

JOB DESCRIPTION

**PHYSICAL DEMANDS**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting at tables and on the floor, standing, and walking throughout the day, lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stopping, kneeling, crouching, overhead reaching and fine motor activities, frequently sitting on the floor, in small chairs, and/or at tables, standing walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing, and talking.

**FLSA STATUS**

Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Education Pathways Coordinator

## SUMMARY OF FUNCTION

Education Pathways Coordinator is responsible to coordinating multiple facets of the educator pipeline that touch all Pre-K through 12 environments. Specifically, the Educator Pathways Coordinator will help facilitate the placement of all student teacher and clinical teaching experiences from both postsecondary and D11 CTE programs, performing as a liaison between human resources, professional development and the host schools. This coordinator will support all CTE Future Education courses and the FCCLA student organization. Additionally, the coordinator will support student tutoring programs. The coordinator will coordinate concurrent enrollment programs as assigned, such as TREP and ASCENT. The coordinator will program that may lead to pre-service pathway exploration.

## ESSENTIAL JOB FUNCTIONS/EDUCATION PATHWAYS COORDINATOR

? Facilitate the intersection of IHE and CTE programs, human resources, professional learning and school sites that will host students for student teaching or clinical experiences.

- Coordinate the evaluation of school site readiness to host student teaching and clinical experiences and facilitate professional development to assure that current and future sites are prepared to host future educators.
- Coordinate the evaluation of student teaching and clinical experiences.
- Plan and conduct workshops and information programs regarding the D11 capacity to develop future educators.

? Advise CTE FACS teachers and other program instructors whose curriculum focuses on the development of future educators on the best practices in curriculum.

- Maintain knowledge of emerging opportunities, trends and resources for the development of a teacher pipeline.
- Provide optimal marketing strategies to connect students to opportunities.
- Coordinate the CTE advisory on Future Education.
- Collaborating with student tutoring program to determine effectiveness and process improvements.
- Coordinate postsecondary programs such as TREP and ASCENT.
- Manage the application process for and placement of students in postsecondary programs as assigned.
- Maintain enrollment and outcome reports for postsecondary programs as assigned.
- Maintain enrollment and outcomes reports for CTE Future Educator pathways.

- Visit student teachers and clinical teaching experiences regularly.

? Identify and evaluate areas of student strengths through various assessments.

? Counsels students' teachers and students in clinical experiences on the availability of continued employment with D11.

? Initiate and maintain community and industry connections to support the educator recruitment pipeline, both in the classroom and the community

? Collaborate with the District's WBL Coordinator to be updated on current policies and procedures for WBL.

? Provide WBL data upon demand for grants and other key areas where such data has impact.

? Attend staff meetings as requested.

- Provide regular updates to the District's postsecondary team.
- Serves on staff and/or regional and/or state committees as required.

## KNOWLEDGE, ABILITIES AND SKILLS

? Good written and verbal communication skills

? Knowledge of Colorado workforce competencies

JOB TITLE

JOB DESCRIPTION

- ? Strong organizational skills
- ? Problem-solving skills
- ? Strong networking skills to collaborate with organizations, businesses, and agencies
- ? Ability to become certified to transport students as needed
- ? Familiar with child labor laws
- ? Ability to communicate and mediate effectively with students, parents, staff and the community to ensure a safe and productive learning environment of continuous improvement.
- ? Demonstrated ability to provide avenues of success for all students.
- ? Demonstrated ability to provide visionary leadership and develop instructional goals to increase student achievement and professional growth of all employees in cooperation with Career Pathway, Career and Technical Education, and Concurrent Enrollment.
- Demonstrated knowledge of the applications of technology in the instructional learning environment.

OTHER DUTIES:

- Performs related duties as assigned

OCCUPATIONAL EXPERIENCE

- ? Experience working with diversified populations (preferably youth)
- ? Job Coaching experience

QUALIFICATIONS

- Hold the Career and Technical Education Certification in Education or qualify for and be able to obtain the authorization within 1 year period.

ORGANIZATIONAL RELATIONSHIPS

- Reports to CTE Director
- Meets all expectations of the Office of Career and Technical Education
- Collaborates with the Concurrent Enrollment Coordinator and Work-Based Learning Coordinator.
- Works with postsecondary liaisons in high schools.
- Works with site leadership at every level.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

207 Days

JOB TITLE

JOB DESCRIPTION

Educational Assistant

SUMMARY OF FUNCTION

Assist Special Education/Regular Education teachers to meet the needs of children with special needs with academics, behavior modification, personal hygiene and /or physical/emotional conditions.

ESSENTIAL JOB FUNCTIONS

- Works under the direction of a certified teacher to provide instructional support to students
- Create a positive classroom environment which upholds and enforces the school rules and is conducive to learning
- Demonstrates punctuality, good attendance, good attitude
- Develops and maintains professional working relations with other District employees
- Complies with the same ethical codes as all District employees
- Attire should reflect the professional position of the employees
- Assures that all student records of any description and information regarding students and staff are treated as confidential
- Is responsible for the proper use and care of classroom books and office materials
- Supervises students in classroom, playground, lunchroom and other areas
- Assist with toileting, including diapering and personal hygiene care
- Provide all required documentation for Medicaid reimbursement

OTHER DUTIES

- Performs other duties as assigned.

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines and faxes.
- Knowledge of classroom routine and general school procedures.
- Knowledge of educational disabilities
- Ability to work effectively with children with disabilities
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others.
- Ability to follow direction, be flexible and

QUALIFICATIONS

- High School diploma or equivalent

ORGANIZATIONAL RELATIONSHIPS

- Reports to assigned teacher or supervisor

WORKING CONDITIONS

Work is performed in office, classroom and /or other educational settings

PHYSICAL DEMANDS

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently sitting, standing, walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing, and talking.

FLSA STATUS

Non-exempt.

**JOB TITLE****JOB DESCRIPTION**

Educational Assistant (21st Century Grant)

**SUMMARY OF FUNCTION**

Assists after school teachers and staff to meet needs of children with academics, behavior modifications, and any physical/emotional conditions. Maintains contact with after school students throughout the entire after school program.

**ESSENTIAL JOB FUNCTIONS**

- Escort students to and from classes, greet students with positive affect
- Maintain effective classroom management, modeling appropriate behaviors and problem solving skills
- Assist with homework and other academic areas
- Keep a daily log of parent contact/communications
- Relate to teachers and site coordinator any student successes and concerns
- Keep a daily log of attendance, student reports, and work samples
- Keep supply needs up to date and alert supervisor of needs
- Maintain positive relationships with all school staff and administration
- Teach lessons provided by teachers (social skills, academic support) when needed
- Consult with classroom teachers consistently regarding student needs both academically and behaviorally
- Attend training sessions and other staff development classes
- Attend once a month staff meetings
- Immediately report all significant student behavior concerns to site coordinator and/or co-director

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices operation of standard office appliances, including desktop computers, typewriters and copy machines
- Knowledge of classroom routine and general school procedures
- Ability to work effectively with all children
- Ability to operate keyboard devices at 50 wpm
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to work under the direction of the teacher in charge

**QUALIFICATIONS**

- High school diploma or equivalent
- Prior experience working with children

**ORGANIZATIONAL RELATIONSHIPS**

Reports to assigned teacher, site coordinator, and co-directors of BTSB

**WORKING CONDITIONS**

The work is performed in school classrooms.

**PHYSICAL DEMANDS**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day, lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently sitting, standing, walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant, seeing, hearing, and talking.

JOB TITLE

JOB DESCRIPTION

Educational Assistant - ESL

SSUMMARY OF FUNCTION

Assists classroom teachers by working with ESL (English as a Second Language) students and by preparing materials.

ESSENTIAL JOB FUNCTIONS

- Provides extra assistance to students in groups and one on one
- Reinforces skills instruction
- Prepares instructional materials
- Performs word processing, data entry, filing and runs copies
- Maintains student records and files of students' work
- Participates in planning activities and discussions regarding students' needs and progress
- Assists with parent involvement programs
- Supervises students in classroom, and other areas

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines
- Knowledge of classroom routine and general school procedures
- Ability to operate keyboard devices at moderate speed
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High school diploma or equivalent
- Preferred candidates will have ability to speak a second language
- Prior experience working with children

ORGANIZATIONAL RELATIONSHIPS

Reports to assigned teacher or other supervisor.

WORKING CONDITIONS

The work is performed in school classrooms.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Educational Assistant Subs

**SUMMARY OF FUNCTION**

Assist Special Education/Regular Education teachers to meet the needs of children with special needs with academics, behavior modification, personal hygiene and /or physical/emotional conditions.

**ESSENTIAL JOB FUNCTIONS**

- Provide information and support to students
- Create a positive classroom environment which upholds and enforces the school rules and is conducive to learning
- Demonstrates punctuality, good attendance, good attitude
- Develops and maintains professional working relations with other District employees
- Substitutes are expected to observe the same ethical codes as all District employees
- Attire should reflect the professional position of the employees
- Pupil records of any description are confidential and must be treated as such
- You are responsible for the proper use and care of classroom books and office materials
- Supervises students in classroom, playground, lunchroom and other areas
- Assist with toileting, including diapering and personal hygiene care
- Always check in at the office upon arriving at the building to receive information regarding room assignment, lesson plans, duties, mailbox and materials for the day
- Always check out at the conclusion of the day to leave keys, etc
- Leave room area neat and in order

**OTHER DUTIES**

- Perform related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines and faxes.
- Knowledge of classroom routine and general school procedures.
- Knowledge of disabilities
- Ability to work effectively with children with disabilities
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others.

**QUALIFICATIONS**

- High School diploma or equivalent
- For all long term positions (10 consecutive days) a copy of your Associates Degree or 48 Semester Hours.
- 2 professional signed letter of recommendation (must be within the last two years)

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to assigned teacher or supervisor

**WORKING CONDITIONS**

- The work is performed in a school classroom or office

**PHYSICAL DEMANDS**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently

JOB TITLE

JOB DESCRIPTION

sitting, standing, walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing, and talking.

FLSA STATUS

Nonexempt

Educational Assistant Support Specialist

## SUMMARY OF FUNCTION

Assist the Special Education Facilitator and district-level support team in increasing responsiveness to school needs as they arise, provide training and modeling to school-level Educational Assistants, and support with implementation of accommodations and modifications.

## ESSENTIAL JOB FUNCTIONS

- Works under the direction of a Special Education Facilitator to provide support to students and staff identified schools they serve. Expectations include:
- Training, support, and modeling to build capacity of EAs in schools
- Emergency student support when nurse or other critical staff is out of the building, or under other special circumstances
- Transitional work with newly enrolled student(s) who have high needs
- Participation as part of the cluster team, made up of Behavior Interventionists, Instructional Coaches, Assessment Psychologists, and Facilitators
- Reporting directly to the Facilitator on the district-level team they serve, with some work being directed by other licensed staff on their team
- Providing instructional support with implementation of accommodations and modifications; ABLLS (Assessment of Basic Language and Learning Skills) administration

- Demonstrating punctuality, good attendance, good attitude
- Developing and maintaining professional working relations with other District employees

- Compliance with the same ethical codes as all District employees
- Attire reflecting the professional position of the employees

- Assuring that all student records of any description and information regarding students and staff are treated as confidential

Employees may be assigned, under the supervision of a nurse, to complete delegated nursing duties. These duties may include but are not limited to: g-tube feeding, cleaning catheterizations, indwelling catheter care, oxygen administration, trach and oral suctioning, pulse oximetry, injectable medications, diabetic care, vagal nerve simulator and/or rectal diastat for emergency seizure management. These duties do not include standard functions of routine feeding, toileting, diapering, administration of Epi-pens, oral, or inhaled or topical medications.

## OTHER DUTIES

- Performs other duties as assigned.

## KNOWLEDGE, ABILITIES AND SKILLS

- CPI training
- Training in and knowledge of behavior strategies
- Standard delegation duties from nursing staff
- Strong background in work with disabilities, including behavioral support and intellectual disabilities

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines and faxes.

- Knowledge of classroom routine and general school procedures.

- Knowledge of educational disabilities

- Ability to work effectively with children with disabilities

- Ability to relate well with children

JOB TITLE

JOB DESCRIPTION

- Ability to communicate effectively
- Ability to work cooperatively with others.
- Ability to follow direction and be flexible

QUALIFICATIONS

- High School diploma or equivalent

ORGANIZATIONAL RELATIONSHIPS

- Reports to assigned teacher or supervisor

WORKING CONDITIONS

Work is performed in office, classroom and /or other educational settings

PHYSICAL DEMANDS

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently sitting, standing, walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing, and talking.

FLSA STATUS

Non-exempt.

Educational Assistant Vision

**SUMMARY OF FUNCTION**

Assist Special Education/Regular Education teachers to meet the needs of children with special needs with technology, academics, behavior modification, personal hygiene and /or physical/emotional conditions. Also this position is responsible for transcribing educational materials for students who are blind and visually impaired into alternative formats such as braille or large print. In addition, this position provides support to the District's program for students with visual impairments, including students who are visually impaired, and teachers certified to work with students with visual impairments.

**ESSENTIAL JOB FUNCTIONS**

- Works under the direction of a certified teacher to provide instructional support to students
- Create a positive classroom environment which upholds and enforces the school rules and is conducive to learning
- Demonstrate punctuality, good attendance, good attitude
- Develop and maintain professional working relations with other District employees
- Complies with the same ethical codes as all District employees
- Attire should reflect the professional position of the employees
- Assure that all student records of any description and information regarding students and staff are treated as confidential
- Responsible for the proper use and care of books, materials, and electronic devices
- Supervises students in classroom, playground, lunchroom and other areas
- Use computer technology/software for the blind/visually impaired
- Communicate with the technology professionals in the district
- Transcribe print materials, including textbooks and other books not readily available from the Colorado Instructional Materials Center (CIMC), into literary braille for students with visual impairments or be willing to learn
- Produce adaptive instructional materials for students with visual impairments in accordance to the specification provided by a Teacher of the Visually Impaired
- Create tactile graphics of maps, charts, pictures, routes, and other tactile displays using various tools, materials, and machines
- Enlarge print and other instructional materials for students with visual impairments
- Implement lessons and activities with students who have visual impairments in classrooms or one-to-one and/or small group, under the direction and supervision of a Teacher of the Visually Impaired
- Demonstrate knowledge and skills of human guide and instructional technology/tools used by students with visual impairment, including low vision devises, abacus, screen readers, braillewriter, etc.
- Follow directions, manage time and prioritize work in order to assure instructional materials are prepared and available to students in a timely manner
- Order supplies and special materials for use with students who are visually impaired
- Perform other related duties as assigned, requested, or needed

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office equipment, including desktop computers, copy machines and fax machines
- Knowledge of classroom routine and general school procedures
- Knowledge of educational disabilities
- Ability to work effectively with children with disabilities
- Ability to relate well with children

JOB TITLE

JOB DESCRIPTION

- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to follow direction and be flexible
- Knowledge of a variety of assistive technology devices used for students with visual impairments
- Knowledge or willingness to learn Braille codes, Braille translation and tactile graphics software and equipment including, but not limited to, the following: Literary Braille Code; Nemeth Braille Code; Other Braille codes for Chemistry, Music, Foreign Language, etc.; Braille Translation software, Tactile Image Enhancer; Thermoform
- Word Processing and a willingness to learn Six Key entry
- Knowledge of general organization and functions of public school system
- Good communication and organizational skills
- Ability to build and maintain professional relationships with a variety of individuals
- Assist with toileting, including diapering and personal hygiene care
- Provide all required documentation for Medicaid reimbursement

QUALIFICATIONS

- High School diploma or equivalent
- Will earn a Certification in Literary Braille Transcribing from the Library of Congress or another nationally recognized certification body within four years of date of hire

ORGANIZATIONAL RELATIONSHIPS

- Reports to Executive Director of Special Education or his/her Designee

WORKING CONDITIONS

Work is performed in office, classroom and /or other educational settings

PHYSICAL DEMANDS

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, climbing stairs; overhead reaching and fine motor activity, frequently sitting, standing, walking, balancing, reaching at desk and floor level, firm and simple grasping, using fingers to operate computer or typewriter keyboards. The work requires constant seeing, hearing, and talking. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Educational Assistant –Infant/Nursery Program

SUMMARY OF FUNCTION

Works under the direct supervision of the Master Group Leader and assists with the supervision and care of the children. The Educational Assistant assists with preparations for planned activities and helps to maintain a neat and orderly environment.

ESSENTIAL JOB FUNCTIONS

- Provide supervision for children as directed by the Master Group Leader or Infant Nursery Supervisor
- Assist in implementation of weekly lesson plans for toddlers in accordance with the policies and philosophy of the center, gearing the program to the needs of the children with consideration for their individual interests, disabilities, special talents, cultural and socioeconomic backgrounds and styles of learning
- Implements methods for establishing a positive liaison with the parents
- Maintain supply cupboards in a neat, orderly, and clean condition
- Assists with toileting, including diapering and personal hygiene care
- Assist in preparation for planned activities
- Assist program in achieving NAEYC accreditation
- Follow Colorado Department of Human Services Child Care Center licensing
- Follow standards of the Department of Health
- Assist with daily operation of the classroom
- Help to maintain a neat and orderly environment conducive to learning
- Assume an equal share of the joint housekeeping responsibilities of the staff
- Attend regular staff meetings and district meetings as recommended
- Participates in recommended training programs, conferences, courses and other activities contributing to professional growth

OTHER DUTIES.

Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of early childhood development
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High school diploma or equivalent
- Training or experience in the field of early childhood education

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Master Group Leader and Family Center Team Leader

WORKING CONDITIONS

The work is performed in the infant/toddler nursery

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate and athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt

Revised 8/7/2015

JOB TITLE

JOB DESCRIPTION

Educational Assistant-Infant Nursery Program

SUMMARY OF FUNCTION

Assists Special Education/Regular Education teachers to meet the needs of children with special needs with academics, behavior modification, personal hygiene and/or physical/emotional conditions.

ESSENTIAL JOB FUNCTIONS

- Assists students with all academics, pre-vocational/vocational and self help skills in groups or individually as specified by Individual Educational Plan (IEP)
- Individual Training Plan (ITP) and classroom objectives
- May assist in modifying curriculum and plan daily for student's individual needs, using a wide variety of materials and instructional strategies
- Consults daily/weekly with supervisor, team members and teachers
- Observes, records and reports student's behaviors, academic progress, possible including grades and attendance
- Provides input for student staffing and parent conferences
- Assists with toileting, including diapering and personal hygiene care
- Accesses and utilizes available information of community resources
- Performs clerical and organizational tasks

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Knowledge of classroom routine and general school procedures
- Knowledge of disabilities
- Ability to work effectively with children with disabilities
- Ability to operate keyboard devices at moderate speed
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High school diploma or equivalent
- Prior experience working with children

ORGANIZATIONAL RELATIONSHIPS

Reports to assigned teacher or other supervisor.

WORKING CONDITIONS

The work is performed in school classrooms.

PHYSICAL DEMANDS

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day, lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently sitting, standing, walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing, and talking.

FLSA STATUS

Nonexempt

Educational Diagnostician

**SUMMARY OF FUNCTION**

This professional uses expertise in diagnostic educational assessments to guide the appropriate identification of students with disabilities and uses the data gathered in the assessment process to guide the instructional programming of these students. Additionally, this professional selects appropriate assessments to address the identified needs; conducts educational achievement assessments; interprets the results of the assessments; provides consultation, guidance, and evaluation support to Special Education Staffing Teams in order to facilitate special education eligibility determination and the development/implementation of specialized instructional programs for students involved in the Special Education process.

**ESSENTIAL FUNCTIONS**

- Performs educational achievement assessments as required for the Special Education eligibility determination process
- Works with Special Education Teams in assigned buildings to determine the need for targeted/focused/diagnostic educational achievement assessments used in the identification of instructional needs of students and to determine Special Education eligibility
- Selects and administers targeted/focused/diagnostic educational assessments, to assist in the identification of instructional needs of students and the identification of appropriate instructional strategies to meet the needs of students with disabilities
- Interprets assessment results, evaluation, and progress monitoring data for staffing teams relative to instructional and behavioral needs of students
- Assists with the selection, implementation and monitoring of appropriate instructional strategies to meet the unique needs of students with disabilities
- Consults regularly with the Special Education Leadership Team to assure consistent implementation of assessment expectations across the District

**Other Duties**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of a broad variety of assessment instruments used to determine strengths and weaknesses affecting student academic achievement
- Knowledge of assessment and evaluation procedures relative to academic achievement.
- Ability to communicate, consult, apply data, and organize and schedule work in a multi-school assignment with diverse teams both individually and corporately.
- Knowledge of Response to Intervention model, including Student Problem-Solving Team processes, progress monitoring, and data analysis.
- Knowledge of Federal and State special education regulations, as well as, District Eleven policies and process as applied to the needs of student with diverse learning needs.

**QUALIFICATIONS**

- Current CDE licensure in appropriate area
- 3-5 years of successful experience in the field of special education
- Masters Degree in Special Education

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Student Support Services or Special Education Facilitator.

**WORKING CONDITIONS**

The work is performed in school settings.

**JOB TITLE****JOB DESCRIPTION****PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 30 pounds; bend, kneel and crouch, reach, hold, grasp and turn objects, use fingers to operate computer keyboards; and physically assist with student needs and issues. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**JOB TITLE****JOB DESCRIPTION**

Educational Diagnostician - Spring Creek

**SUMMARY OF FUNCTION**

This position provides diagnostic/assessment services to committed youth as dictated by statute (CRS 19-2-704) in order to determine proper placement and appropriate educational services to be provided. Furthermore, this position administers cognitive, achievement, language, vocational, transitional, and other appropriate education assessments to committed youth, to analyze and interpret results and to provide a written report with recommendations; and to serve as the education representative on the diagnostic team. Position acts as Special Education Teacher in reviewing IEP needs and holding appropriate Special Education staffing.

**ESSENTIAL JOB FUNCTIONS**

- Administers educational, vocational, and transition tests, using evidenced-based tools to assess a student's cognitive ability, academic achievement, vocational aptitude, transition needs, and language ability
- Collaborates with specialists regarding special needs not covered by Educational assessments
- Determines which diagnostic tools to be administered to incoming and current students
- Obtains and reviews student files and extracts relevant information, interviews students, and contacts former schools and employers to summarize students' educational history for all new DYC committed youth
- Organizes and initiates the special education process to include meetings, determination of eligibility, annual reviews of services, transition needs and educational goals for each eligible student
- Analyzes and interprets test results, integrates findings, confers with other team members, and correlates assessment components to draw meaningful diagnostic conclusions
- Generates this data such as test scores used in reports, and then interprets the findings to funding sources and agencies
- Member of the multidisciplinary team, utilizing test results to assist in determining appropriate placement for each individual
- Compiles and disseminates monthly, quarterly and annual workload statistics by reporting numbers, kind of academic and vocational tests that were given
- Monitor best practices, testing, evidence-based strategies, and current education trends
- Attends scheduled meetings with education diagnosticians from all five-assessment centers for professional training and communication
- Communicates assessment findings directly to client managers, parents, service providers, school districts and special education personnel
- Attends mandatory training from School District 11, Spring Creek and the Division or Facility
- Shares test results with the assessment team, client managers, student, staff, and parents
- Collaborates with assessment team members from other disciplines: to exchange pertinent findings from each other's evaluations that help to inform and determine possible disabilities for which the student may receive services
- Provides a formal report: written for all students in the form of an educational profile, individual education plan, or personal learning plan and disseminate to appropriate service providers/agencies, client managers, school districts, and parents
- To exchange information/facts effectively through a variety of methods including e-mail and phone

**OTHER DUTIES**

- Performs other related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

JOB TITLE

JOB DESCRIPTION

- Working knowledge of special education.
- Knowledge of Individuals with Disabilities Education Act (IDEA)
- Knowledge of Colorado Rules for the Administration of IDEA
- Immediate knowledge and understanding of the assessment process
- Knowledge of the variety of assessment tools available, and how to administer and interpret these tools
- Knowledge of best practices, evidence-based strategies, current education trends to serve as an expert on a multidisciplinary team giving recommendations on student placement

QUALIFICATIONS

- Bachelor's or Masters degree and significant training or experience in related areas
- Possess a current Colorado teaching license as a special education teacher in Affective, Moderate Needs, Learning Disabilities or Generalist
- Minimum of 3 years experience working in special education
- Legally qualified to administer and interpret educational assessment for special education purposes

ORGANIZATIONAL RELATIONSHIPS

Reports to Department of Youth Corrections administration and principal

WORKING CONDITIONS

- Work is performed in an office environment

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

WORK YEAR

185 days

JOB TITLE

JOB DESCRIPTION

Educational Interpreter

SUMMARY OF FUNCTION

Provides sign language interpreting / tutoring in classrooms, meeting and other related activities; participates as a member of the educational team in support of students who are deaf/hard-of-hearing, particularly in matters related to communication.

ESSENTIAL JOB FUNCTIONS

- Interprets between spoken English and Sign Language in school related classes, events, staffing and meetings for students, school personnel, parents and related others
- Collaborates with students who are deaf/hard-of-hearing and classroom teachers to optimize classroom experience
- Participates in appropriate staffing as professional consultant regarding the student’s sign language communication
- Participates in appropriate professional development activities
- May, with special arrangement and with curriculum guidance from the teacher, provide tutoring to deaf/hard-of-hearing students
- If sharing a schedule with another interpreter, communicates with that interpreter to ensure that the integrity and continuity of interpreting service is maintained
- Maintains appropriate records related to services provided
- Observes all district policies and procedures

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Is flexible and adaptable
- Ability to work cooperatively with supervisors and co-workers
- Ability to understand and follow complex oral and written instructions
- Ability to translate complex instructions into simpler instructions for students and others as necessary
- Ability to perform duties without close supervision
- Ability to effectively communicate with the school district’s personnel and constituency
- Ability to meet attendance standards and work the hours necessary to perform the essential functions of the job
- Maintains a generally positive attitude

QUALIFICATIONS

- Demonstrates fluency in English
- Demonstrates interpreting fluency in Sign Language (i.e. American Sign Language, Signed English, SEE II – depending on the needs of the student who is deaf/hard-of-hearing)
- Demonstrates ability to interpret from spoken English into appropriate Sign Language, and ability to interpret from Sign Language into appropriate spoken English
- Have, or be able to obtain, sufficient knowledge to interpret content of assigned work, regardless of topic.
- Applicant must possess or be eligible to obtain the Educational Interpreter Authorization that verifies meeting Colorado’s minimum skill standard of 3.5 on the Educational Interpreter Performance Assessment (EIPA) as well as the knowledge component within 90 days of employment.
- Applicants may be considered if they possess or are eligible for a Temporary Interpreter Authorization (TIA)
- Educational Interpreter Authorization must be renewed every five years

ORGANIZATIONAL RELATIONSHIPS

JOB TITLE

JOB DESCRIPTION

Reports to assigned building Administrator and/or special education supervisor for program supervision. Reports to Special Education Supervisor for determination of assignment of school(s) on an annual basis.

**WORKING CONDITIONS**

The work is performed in school classrooms and other educational settings.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting, and performed in school classrooms and other educational settings. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, bend, kneel, and crouch; reach. Hold, grasp, and turn objects; use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided visions and hearing.

**FLSA STATUS**

Non-exempt

Educational Interpreter Coordinator

**SUMMARY OF FUNCTION:**

Works with Administrators to coordinate educational interpreting services in the District. Assures effective use of interpreter services throughout the District by organizing required coverage using District resources in an efficient manner. Provides educational interpreting/tutoring services on an "as-needed" basis.

**ESSENTIAL JOB FUNCTIONS:**

- Works with Special Education Office to coordinate services of educational interpreters across the District to assure student needs are met
- Works with schools that serve students who are deaf and hard of hearing to assist with efficient scheduling of educational interpreters, including coordinating sign language interpreting services for extra-curricular events
- Works with educational interpreters in coordinating the need for interpreting service across the District
- Provides educational interpreting services when needed
- Assists Teacher of the Deaf and Administrators to determine individual student needs as well as program supports in the area of educational interpreting
- Assists Teachers of the Deaf in scheduling Educational Interpreters to assure student needs are met
- Works with Special Education Office to provide information concerning needs for educational interpreting services and to make arrangements with outside vendors as necessary
- Tracks and reviews interpreting services provided by outside vendors to assure services meet District standards
- Considers the need for professional development of Educational Interpreters and makes recommendations regarding appropriate professional development opportunities
- Assists in the orientation of new Educational Interpreters and Signing Paraprofessionals

**OTHER DUTIES:**

- Performs related work as required.

**KNOWLEDGE, ABILITIES AND SKILLS:**

- Ability to work cooperatively with a variety of people.
- Strong organizational skills.
- Strong verbal and written communication skills.
- Ability to make decisions and manage complex information.
- Open and willing to change based on new data and information.
- Ability to provide leadership and support for Educational Interpreter staff.

**QUALIFICATIONS:**

- Holds (or is eligible to obtain) an Colorado Department of Education Authorization as an Educational Interpreter or can obtain an Emergency Educational Interpreter Authorization (EEIA)
- Demonstrated knowledge of child development, language development, curriculum, teaching and tutoring methods as these skills relate to students who are deaf/hard-of-hearing

**ORGANIZATIONAL RELATIONSHIPS:**

Reports to Special Education Facilitator.

**WORKING CONDITIONS:**

Work is performed in office, classroom and/or other educational settings.

JOB TITLE

JOB DESCRIPTION

**PHYSICAL DEMANDS:**

Work is mostly walking and standing with periods of sitting. Requires worker to lift and carry up to 20 pounds; climb stairs; bend kneel, and crouch; reach, hold grasp and turn objects; use fingers to operate computer keyboard, and form manual sign. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS:**

Non-exempt

**WORK YEAR:**

7 hours/day for 185 days

Educational Interpreter Coordinator

**SUMMARY OF FUNCTION**

Works with Administrators to coordinate educational interpreting services in the district. Assures effective use of interpreter services throughout the district by organizing required coverage using District resources in an efficient manner. Supervises and evaluates the Educational Interpreters and Signing Para educators.

**ESSENTIAL JOB FUNCTIONS**

- Hiring manager for all Educational Interpreters and Sign Language Paraeducators
- Supervises and evaluates the Educational Interpreters and Sign Language Para Educators.
- Collaborates with the Senior Accountant for Special Education regarding budget needs and expenditures for interpreting services and teams.
- Implementation of service logs through Power School for Educational Interpreters
- Works with IEP teams in regard to transitions for students and extracurricular needs of students with interpreting services.
- Coordinate with universities and the district for intern placement and responsible for supervision of interns.
- Ensure the district is compliant with laws concerning educational interpreting services.
- Works with schools that serve students who are deaf and hard of hearing to assist with efficient scheduling of educational interpreters, including coordinating sign language interpreting services for extra-curricular events
- Works with educational interpreters in coordinating the need for interpreting service across the District
- Provides educational interpreting services when needed
- Assists Teacher of the Deaf and Administrators to determine individual student needs as well as program supports in the area of educational interpreting
- Assists Teachers of the Deaf in scheduling Educational Interpreters to assure student needs are met
- Works with Special Education Office to provide information concerning needs for educational interpreting services and to make arrangements with outside vendors as necessary
- Tracks and reviews interpreting services provided by outside vendors to assure services meet District standards
- Interpreters and makes recommendations regarding appropriate professional development opportunities
- Assists in the orientation of new Educational Interpreters and Signing ParaEducators
- Provides Professional Learning to schools and Educational Interpreting teams specific to the needs of Hearing Impaired students,
- Collaborates with the Senior Accountant for Special Education regarding budget needs and expenditures for interpreting services and teams.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to work cooperatively with a variety of people.
- Strong organizational skills.
- Strong verbal and written communication skills.
- Ability to make decisions and manage complex information.
- Open and willing to change based on new data and information.
- Ability to provide leadership and support for Educational Interpreter staff.

JOB TITLE

JOB DESCRIPTION

**QUALIFICATIONS**

- Bachelors Degree required Masters preferred
- 5 plus years of experience as an Educational Interpreter
- Holds (or is eligible to obtain) an Colorado Department of Education
- Authorization as an Educational Interpreter
- Demonstrated knowledge of child development, language development, curriculum, teaching and tutoring methods as these skills relate to students who are deaf/hard-of-hearing

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Special Education Facilitator

**WORKING CONDITIONS**

Work is performed in office, classroom and/or other educational settings.

**PHYSICAL DEMANDS**

Work is mostly walking and standing with periods of sitting. Requires worker to lift and carry up to 20 pounds; climb stairs; bend kneel, and crouch; reach, hold grasp and turn objects; use fingers to operate computer keyboard, and form manual signs. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Educational Research Analyst III

## SUMMARY OF FUNCTION

Educational Research Analyst III responsible to conduct analyses on student data, perform data aggregations, and generate reports for ad hoc internal and external data and analysis requests. This position will take the lead in developing automated procedures that improve efficiency of these efforts including the design and implementation of analytic reports. All of the information provided ultimately helps consumers of our data such as upper level leadership, principals, and Colorado Department of Education to make important instructional education-related decisions that help connect students to college success. This position will oversee large-scale data aggregation and analysis projects, and will mentor other analysts.

## ESSENTIAL FUNCTIONS

- Designs data collection and analysis procedures, analyzes data and produces written and oral reports to a wide variety of end users as needed
- Implements data management strategies for reporting on assessment results and improving the process
- Assists in providing technical assistance to school personnel and administrative staff regarding student achievement, accountability, data collection, and data validation as requested
- Develops/determines appropriate data analysis to meet a variety of district, school and classroom needs
- Provides assessment consultation assistance to schools and central administration on research, assessment, and data analysis applications as requested
- Assumes primary responsibility in the fulfillment of large-scale, strategically important data and analysis projects in collaboration with Colorado Department of Education and other organizations
- Designs and implements quality control procedures on all analyses and data aggregations
- Works with large databases involving CSAP, MAP, and DIBLS data, school to district and state mappings
- Generates reports representing a variety of formats
- Develops more efficient, creative procedures in the fulfillment of these analyses that may include developing stored procedures/programs and/or database solutions
- Maintains a procedure for an efficient and thorough documentation of how the analyses and data aggregations were completed and reports were generated
- Undertakes other large analysis and data aggregation projects, as assigned, with minimal supervision
- Provides programming support and guidance to Research and Analysis colleagues
- Produces technical reports and memorandum describing algorithms, procedures, data conventions, and/or results
- Required tasks (or ability and desire to learn tasks)
- Data retrieval
- Regularly use MSSQL and stored procedures to extract data from myriad district databases.
- Carrying out complex data analysis and programming tasks using SPSS
- Analyze data and report results using appropriate statistical methods using statistical packages (SPSS, MSSQL, and Sharepoint)
- Data manipulation
- Use Access/Excel/SPSS extensively to perform data aggregation/disaggregation
- Maintenance of large datasets
- Oversee state data submissions
- Report generation

JOB TITLE

JOB DESCRIPTION

- Take complex analyses and generate written or verbal reports to technical and non-technical audiences.
- Use various graphic/charting/visualization technologies (e.g., Excel, PowerPoint, Adobe products) to produce graphical representations of analysis results.
- Use parametric and nonparametric inferential statistical procedures (SPSS) to analyze data and draw appropriate conclusions.
- Familiarity with current education related legislation
- Must be able to make appeals to CDE regarding data and report accuracy on behalf of the district
- Must realize the impact of legislation on schools and the district as a whole and be able to explain their impact to technical and non-technical audiences.
- Serves as a technical resource within the department and the district for analytical techniques and methodologies.

KNOWLEDGE, ABILITIES, and SKILLS

- Excellent time management, communications, decision making and trouble shooting skills
- Advanced skills in Microsoft Office Products
- Experience in data analysis skills (report writing, graphical presentations, etc)
- Advanced knowledge of statistical procedures
- Flexibility to adapt to needs of organization quickly
- Ability to effectively work in fast-paced environment and under deadline pressure

QUALIFICATIONS

- Master’s degree in applied social science, e.g., psychology, sociology, with heavy emphasis on scientific methodology and statistical analysis and reporting or similar experience.
  - Previous track record in educational environment (public school and/or university) in data analysis with large datasets.
  - Proficient in SPSS, Excel, Access and PowerPoint and Adobe Acrobat Professional.
  - Some programming background (Procedural, e.g., C, FORTRAN, Pascal or Object-Oriented, e.g., VBA).
  - Teaching or training experience
- Five years of experience in similar jobs

ORGANIZATIONAL RELATIONSHIPS

Reports to Director of Research

WORKING CONDITIONS

This work is performed in a typical office environment

PHYSICAL DEMANDS

The work is generally sedentary with some extended periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift or carry up to 20 pounds; climb stairs, bend, reach, grasp, and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA

Exempt

WORK YEAR

260 days

Educator Effectiveness Specialist

**Summary of Function**

The primary function of the Educator Effectiveness Specialist is to maintain is to manage and configure the electronic evaluation systems to ensure functionality for the end users in compliance with State Law, Colorado Department of Education rules and regulations, and district protocols at the direction of the Director of Educator Effectiveness.

**ESSENTIAL JOB FUNCTION**

- Assists the Director of Educator Effectiveness with the (CDE) Colorado Performance Management System including electronic interfaces and data collection tools for the state model evaluation rubrics, measures of student learning/outcomes, final effectiveness ratings, and aggregate reports for principals, evaluators, and district leaders
- Functions as the Local Access Manager (LAM) for the Colorado Performance Management System in the CDE data pipeline system-registers, assigns, revokes, disables, and manages user roles, maintains individual data system, maintains access for multiple data systems
- Accesses the highly protected EDID state data system for the creation of state required educator identification numbers for licensed employees
- Supports the management and configuration of electronic evaluation systems for compatibility and integration with other utilized district and Colorado Department of Education data systems.
- Supports the development and configuration of processes and forms within electronic evaluation platforms
- Assists the Director of Educator Effectiveness with all tasks pertaining to state law for certified employee evaluations and district policy for all district employee evaluations
- Provides technical support and guidance to employees and evaluators for access and use of the Colorado Performance Management System and the districts electronic evaluation system (Perform)
- Supports the Director of Educator Effectiveness with the daily management of the evaluation systems ensuring their functionality for end users
- Supports the Director of Educator Effectiveness with management of department-Personnel Advisory Committee, Educator Technical Assistance Committee, department budget, and office management

**OTHER DUTIES**

- Performs related work as required.

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**KNOWLEDGE, ABILITIES AND SKILLS**

- Working knowledge of State, Colorado Department of Education and district policies
- Working knowledge of federal and state laws, CDE regulations, district employee group agreements, and district policy for employee evaluation
- Ability to maintain accurate, complete, and correct Educator Effectiveness/evaluation records as required by law, district policy and Colorado Department of Education.
- Must be able to make appeals to CDE regarding data and accuracy on behalf of the district
- Must have an ability to protect and maintain highly sensitive and confidential employee data
- Excellent verbal and written communication skills
- Proven organization processes
- Ability to function in high pressure and fast paced environment

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**QUALIFICATIONS**

- High School diploma or equivalent plus additional relevant course work

JOB TITLE

JOB DESCRIPTION

- Preferred minimum of 5 years' experience as an executive level assistant
- Proficiency in MS Office Suite specifically EXCEL, Word, and PowerPoint
- Proficiency with database visualization platforms such as PowerBi
- Preferred experience with PeopleSoft and Human Resources experience
- Preferred experience with management employee database systems

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to and is evaluated by the Director of Educator Effectiveness.

**WORKING CONDITIONS**

- The work is performed in a typical office and school enviro
- The work is moTypical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects, uses fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Non-Exempt

**WORK YEAR**

260 days

Electrical Engineer

**SUMMARY OF FUNCTION**

Responsible for the overall efficiency and effectiveness of the District's electrical systems, including: high voltage and low voltage (fire/security alarm, etc.). Responsible for providing technical oversight, expertise, planning and problem solving for electrical aspects of all new construction, renovation projects and District maintenance and operations.

**ESSENTIAL JOB FUNCTIONS**

- Manages the overall efficiency and effectiveness of the District's electrical systems, including: high voltage and low voltage (fire/security alarm, TVSS, capacitors, renewables, etc.)
- Responsible for technical oversight, expertise, and support of the electrical systems/shop to include daily and emergency response after hours
- Acts as project manager throughout planning, design, and construction on projects that include electrical systems and/or other types as needed
- Manages construction for quality and adherence to contract/District requirements
- Reviews/responds to submittals, requests for information, correspondence and change order requests for assigned projects as well as assist other project managers with electrical items
- Develops, reviews, and improves preventive maintenance for the electrical systems
- Periodically reviews and updates the electrical systems technical specifications
- Keeps abreast of new electrical system technologies and findings to include sustainable, reliable, efficient, and maintainable designs
- Develops and presents short and long range plans for repair/replacement of the electrical systems to include but not limited to: priority, timing, life expectancy, budget, feasibility, and ROI
- Prepares the scope of work and other solicitation/contract requirements for projects
- Reviews, analyzes, and provides technical feedback on electrical system designs
- Performs project closeout after projects are substantially complete within department timeframe
- Coordinates with other District department (such as IT and Procurement/Contracting) to ensure synergy and integration of building systems, processes, and/or procedures
- Troubleshoots environmental or life safety issues of which are related to the electrical systems
- Plans systematic improvements, monitor the effectiveness, and provide troubleshooting support for the district's energy and sustainability department
- Works closely with or acts as the District's energy manager if needed to plan projects and monitor energy consumption, taking measures to reduce utility consumption to the extent possible
- Prepares and presents necessary reports as identified

**OTHER DUTIES**

- Performs other related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of Electrical Building Systems
- Ability to cooperate with others on a team
- Knowledge of Fire/Security Alarm
- Ability to plan, organize and manage multiple design and construction projects

JOB TITLE

JOB DESCRIPTION

- Knowledge of contract administration methods and procedures
- Knowledge of the concepts, methods and techniques of facilities maintenance
- Knowledge of building codes and related regulations
- Ability to perform construction estimating
- Computer skills including: MS Office, CMMS, Project Scheduling, and Adobe Pro
- Ability to communicate effectively

**QUALIFICATIONS**

- Bachelor's degree in Electrical Engineering
- Five years' experience designing, installing and / or maintaining building electrical systems
- Professional Engineer license (State of Colorado) preferred
- Previous experience/training in construction contract administration and project management

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Assistant Capital Program Manager

**WORKING CONDITIONS**

The work is performed in a typical office environment with periods of time in the field.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate physical activity and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend, kneel, crawl, and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Electrical Shop Assistant Supervisor

SUMMARY OF FUNCTIONS

Assists in supervision and oversight of the planning and scheduling of Facilities Electric Shop activities including alarm systems. Assigns duties and work orders to individuals and work teams. Maintains safety and operational effectiveness.

ESSENTIAL JOB FUNCTIONS

- Responsible for planning, layout, and supervision of work performed on electrical systems up to 600volts. These include main electrical systems, fire alarm systems, security alarm systems, master clock systems, scoreboards, and other electrical systems.
- Makes on-site visits to determine needs and approach for work requested.
- Supervises or checks on work performed to ensure safety and compliance with national and state codes.
- Directs or performs prompt emergency repairs. Analyzes problems, plans for safe repair, acquires necessary materials, and repairs breakdowns.
- Maintains computer data bases for alarm histories and user access throughout the District as need
- Develops plans for upgrading old systems and for new construction in cooperation electric shop supervisor.
- Supervises electric shop in absence of electric supervisor and assumes full responsibility in his absence.
- Performs personnel evaluations, discipline, and screening and interviewing job applicants in cooperation with electrical shop supervisor.
- Cooperates with other trades as a team member.
- Performs related work as required.

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge and experience in supervising the planning, layout and installation of electrical systems, security systems, and fire alarm systems.
- Detailed knowledge of NFPA, NEC and federal, state and local codes
- Ability to communicate effectively
- Ability read and understand contracts, construction drawings and specifications
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade
- Strong computer skills for programming and monitoring systems.

QUALIFICATIONS

- High School Diploma or equivalent
- Colorado State Master Electrician license or be able to obtain within 1 year from date of hire or job applicable degree.
- Valid Colorado drivers license with good driving record
- Seven years' experience, as an electrician, with knowledge of fire alarm systems and security alarm systems.

ORGANIZATIONAL RELATIONSHIPS

- Reports to Supervisor, Electric Shop
- Supervises electricians and alarm technicians

WORKING CONDITIONS

- Works on ladders, in attics and tunnels
- Asbestos hazards may exist
- Responds to night alarms
- Works with electrical hazards
- Exposed to various weather conditions.

PHYSICAL DEMANDS

JOB TITLE

JOB DESCRIPTION

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision (cannot be color blind) and hearing, and to detect odors.

FLSA STATUS

Electrical Shop Supervisor

**SUMMARY OF FUNCTIONS**

Supervises and oversees the planning and scheduling of Facilities Electric Shop activities including alarm systems. Assigns duties and work orders to individuals and work teams. Coordinates Electric Shop activities with District administrators, other shops and assigned contractors. Maintains a Colorado State Electrical Contractors license and obtains permits as required by the state. Maintains safety and operational effectiveness.

**ESSENTIAL JOB FUNCTIONS**

- Plans, schedules and assigns work and duties for Electric Shop personnel including electricians and alarm technicians
- Makes on-site visits to determine needs and approach. Supervises or checks on work performed to ensure safety and compliance with national and state codes
- Receives and initiates job orders and sets priorities
- Plans and organizes work for proper and efficient completeness.
- Schedules work to minimize disruptions to school and District activities and functions
- Coordinates with building administrators as needed.
- Interfaces with State and local agencies on all electrical issues.
- Obtains appropriate permits for electrical work.
- Directs or performs prompt emergency repairs
- Analyzes problems, plans for safe repair, acquires necessary materials, and repairs breakdowns
- Develops plans for upgrading old systems and for new construction in cooperation with administrators and other trades
- Develops, implements and maintains preventive maintenance programs for electrical, fire and security equipment
- Works cooperatively with Project Managers to oversee contractors for new construction
- Ensures contractors meet specifications and code requirements
- Supervisory responsibilities for Electric Shop functions including personnel evaluations, discipline, and screening and interviewing job applicants
- Manages expense and materials accounts, and records and documents time and material spent on each job
- Cooperates with other trades as a team member
- Performs related work as required.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge and experience in supervising the planning, layout and installation of electrical systems.
- Knowledge of NFPA, NEC and other federal, state and local codes
- Ability to read and understand contracts, construction drawings and specifications
- Ability to read, understand and produce accurate construction cost estimates
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade
- Computer skills on PC based software packages
- Strong organizational, communications and interpersonal skills
- Ability to install, adjust and maintain electrical and alarm systems
- Ability to communicate effectively both orally and in writing

**QUALIFICATIONS**

- High School Diploma or equivalent
- Colorado State Electrical Contractors license (to be assigned for District use only)
- Valid Colorado drivers license with good driving record

JOB TITLE

JOB DESCRIPTION

ORGANIZATIONAL RELATIONSHIPS

- Reports to Assistant Director of Facilities
- Oversees electricians and alarm technicians

WORKING CONDITIONS

- Works on ladders, in attics and tunnels
- Asbestos hazards may exist
- Works with electrical hazards with potential for electric shock
- Exposed to various weather conditions.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

**JOB TITLE****JOB DESCRIPTION****Electrician Apprentice****SUMMARY OF FUNCTION**

Maintains and repairs, all electrical systems in district facilities in accordance with safety standards of the National Electric Code and State Electrical board under the supervision of a master journeyman electrician.

**ESSENTIAL JOB FUNCTIONS**

- Identifies existing and future electrical problems and potential hazards
- Performs preventive maintenance
- Removes and replaces outdated wiring and equipment including breaker panels and wiring devices
- Installs new or repairs or re-arranges light fixtures, switches, photo cells and time clocks for security lighting, regular lighting and emergency/exit lighting
- Installs and expands electrical distributing systems in specialized classroom and support areas such as computer labs, industrial arts, and science labs, lounges, offices, school kitchens and student stores
- Stocks and maintains electrical truck with equipment, tools and supplies
- Maintains tools in excellent working condition
- Responds to emergencies dealing with power outages, short circuits and disabled equipment
- Analyzes problems, plans for safe repair and acquires necessary material and repairs the breakdown
- Trouble shoots electric motors that operate plumbing, heating, ventilating, air conditioning and laundry equipment
- Adds electrical outlets for user convenience and new equipment
- Coordinates remodeling projects and specifications with other trades
- Maintains industrial arts and vocational training shop equipment
- Cooperates with other trades as a team member

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the electrician trade
- Knowledge of applicable building and electrical codes
- Ability to perform skilled electrician work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High School diploma or equivalent
- Valid Colorado divers license with good driving record (yearly motor vehicle records will be reviewed)
- Colorado State two-year residential wireman's license
- Obtain electrical journeyman license within three years
- Obtain CDL within one year

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Electrical Supervisor.

**WORKING CONDITIONS**

The work is performed in a shop and at job sites.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of

JOB TITLE

JOB DESCRIPTION

items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS  
Nonexempt

**JOB TITLE****JOB DESCRIPTION**

Electrician Journeyman

**SUMMARY OF FUNCTION**

Maintains, repairs and installs all electrical systems in district buildings in accordance with safety standards of the National Electric code and State Electrical Board.

**ESSENTIAL JOB FUNCTIONS**

- Identifies existing and future electrical problems and potential hazards
- Performs preventive maintenance
- Removes and replaces outdated wiring and equipment including breaker panels and wiring devices
- Installs new or repairs or re-arranges light fixtures, switches, photo cells and time clocks for security lighting, regular lighting and emergency/exit lighting
- Designs, installs and expands electrical distributing systems in specialized classroom and support areas such as computer labs, industrial arts and science labs, lounges, offices, school kitchens and student stores
- Stocks and maintains electrical truck with equipment, tools and supplies
- Maintains tools in excellent working condition
- Cooperates with other trades as a team member
- Responds to emergencies dealing with power outages, short circuits and disabled equipment
- Analyzes problem, plans for safe repair, acquires necessary materials and repairs the breakdown
- Trouble shoots electric motors that operate plumbing, heating, ventilating, air conditioning and laundry equipment
- Adds electrical outlets for user convenience and new equipment
- Coordinates remodeling projects and specifications with other trades

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the electrician trade
- Knowledge of applicable building and electrical codes
- Ability to perform skilled electrician work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High School diploma or equivalent
- Colorado State Journeyman License
- Valid driver's license (yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Electrical Supervisor.

**WORKING CONDITIONS**

The work is performed in a shop and at job sites.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt

JOB TITLE

JOB DESCRIPTION

Elementary Building Manager

SUMMARY OF FUNCTION

Manages all maintenance and minor repairs in school complex, supervises staff performance, completes staff performance evaluations and performs work assignments. Monitors safety and security of buildings, assets and grounds.

ESSENTIAL JOB FUNCTIONS

- Unlocks building to begin the school day
- Opens inside doors and turns on lights
- Conducts walk through inspections to determine cleaning and repair needs for the day
- Inspects for vandalism
- Conducts general cleaning and minor repairs
- Cleans sinks, floors, sweeps and vacuums and dusts
- Cleans restrooms and drinking fountain, checks boiler and air handling units and monitors utility units
- Sets up tables prior to lunch
- Cleans and removes tables after lunch, wet mops floor and removes trash from kitchen and lunch area
- Supervises building technician(s) in daily activities
- Makes work assignments and review work for completion
- Responds to special request for assistance from building administration, staff and students
- Maintains positive public relations with parents and community
- Maintains inventory of cleaning supplies
- Orders materials and supplies as needed
- Monitors expenditures to ensure compliance within budgetary constraints
- Conducts other cleaning and maintenance responsibilities as needed
- Includes/lawn care, playground equipment checks, notifying central maintenance/of necessary repairs and conducts outdoor and seasonal maintenance as needed

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of building and grounds operations and maintenance as applied to the requirements of an elementary school
- Ability to direct all building operations of an elementary school
- Ability to supervise others in the work
- Ability to perform building operations work efficiently
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- Completion of district required courses
- Three years of building custodial experience with at least one year of experience in a school district

ORGANIZATIONAL RELATIONSHIPS

Reports to Area Custodial Supervisor. Supervises technical and support staff within school building.

WORKING CONDITIONS

The work is performed in an elementary school. Subject to rotational movement at the need of the District and the discretion of the Area Custodial Supervisor, Custodial Foreman or the Facilities Operations & Maintenance

JOB TITLE

JOB DESCRIPTION

Manager.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

WORK YEAR

260

Elementary Content Specialist

**SUMMARY OF FUNCTIONS**

The Elementary Content Specialist (Teacher On Special Assignment) will collaborate with the core Content Facilitators to ensure that best practices in classroom instruction and assessment are implemented throughout the District in a consistent manner. Working with the core Content Facilitators, the elementary school administrators, and the District's Teaching & Learning Coaches, the Elementary Content Specialist will coach classroom teachers in implementing best practices in core curricula instruction and assessment: reading, writing, mathematics, science and social studies. Working with the core Content Facilitators, the Elementary Content Specialist will assist in ensuring that each core curricula program is taught with fidelity in effective instructional timeframes.

**ESSENTIAL JOB FUNCTIONS**

- Models, observes, peer-coaches, and gives feedback to teachers developing students' skills and understanding in standards-based core curricula instruction in effective instructional timeframes
- Collaborates with the core Content Facilitators, the District's Teaching and Learning Coaches and the elementary school administrators on core curricula strategies for increasing student achievement and in developing Unified School Improvement Plans (USIPs)
- Trains teachers in best practices of whole group instruction practices at Tier 1
- Trains teachers and tutors in best practices in small group instruction, and Tier 2 and 3 interventions
- Assists teachers with interpreting and using data from a body of evidence to make informed decisions for instruction and school-wide planning
- Remains informed through professional reading, resources and research to guide instructional practices, coaching and professional development of teachers
- Provides professional development as requested
- Serves as a liaison between elementary school sites and the Division of Instruction, Curriculum and Student Services in areas of standards-based classroom instruction and assessment in reading, writing, mathematics, science and social studies

Collaborate with the core Content Facilitators, the District's Teaching and Learning Coaches and the elementary school administrators on core curricula strategies for student achievement and in developing Unified School Improvement Plans (USIPs)

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Extensive training and/or experience in reading, writing, mathematics, science and social studies instruction
- Demonstrated competence in coordination, facilitation and presentation of building- and district-level professional development that supports reading, writing, mathematics, science and social studies instruction in effective timeframes
- Demonstrated abilities in establishing and maintaining trusting organizational and human relations, and in effective written and oral communication skills
- Demonstrated knowledge in core reading instruction, particularly in one or more of the following programs: MacMillan-McGraw Hill Treasures, SRA Open Court/Imagine It, Pearson's Reading Street, Houghton-Mifflin Harcourt's Storytown
- Demonstrated knowledge of writing instruction in a writers' workshop model: delivering focus lessons, using mentor texts, conferencing, and providing feedback throughout the writing process

JOB TITLE

JOB DESCRIPTION

- Demonstrated knowledge in core mathematics instruction, particularly in one or more of the following programs: MacMillan-McGraw Hill Everyday Mathematics, Houghton Mifflin Math Expressions, MIND Research Spatial Temporal Math, and the Exemplars
- Ability to coach teachers in assessing and diagnosing students' math and literacy strengths/weaknesses and in prescribing effective interventions.
- Demonstrated knowledge and understanding of the Response to Instruction model

QUALIFICATIONS

- Must possess, or be eligible for, current Colorado (CDE) teacher licensure
- Must be Highly Qualified for teaching K-5
- Must have five or more years of proven, successful K-5 classroom teaching experience
- Prefer Master's degree in Instruction & Curriculum
- Prefer successful experience in working with adults in coaching/professional development contexts

ORGANIZATIONAL RELATIONSHIPS

- The Elementary Content Specialist is evaluated by the Assistant Superintendent of Instruction, Curriculum and Student Services (or Designee) with input from core Content Facilitators and building principals
- The Elementary Content Specialist works collaboratively with the core Content Facilitators, the Teaching and Learning Coaches and the elementary school administrators

WORKING CONDITIONS

The work is performed in school and office environments.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewrite keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

JOB TITLE

JOB DESCRIPTION

Elementary Instructional Coach

**SUMMARY OF FUNCTION:**The primary function of the Instructional Coach is to consult with school staff to provide research based best instructional practices to build capacity in all areas of instruction.

**ESSENTIAL JOB FUNCTIONS**

- Supports implementation of strategies to meet Unified School Improvement Plan goals
- Provides peer assistance and coaching, within building and districtwide, toward meeting teachers' goals to grow in knowledge and effectiveness in all content areas
- Provides staff with structures, professional development and feedback that supports teaching and learning cycles
- Provides support to staff in formatively assessing and monitoring student progress toward mastery, in interpreting individual and class trends, and in determining effective Tier I instruction, intervention techniques, differentiation, and Tier 2& 3 intervention techniques.
- Assists in school level PLC teams as needed for collaborative, reflective instructional decision making.
- Assists in the maintenance of the district's online instructional specific tools and resources within all platforms and websites.
- ? Follows and implements all Curriculum and Instruction departmentwide expectations and procedures
- ? Provides coaching and strategies for student-centered learning
- ? Assists teachers with interpreting and using data from a body of evidence to make informed instructional decisions
- Provides staff development as requested
- Serves as liaison between the school and the Division of Instruction in areas of math and reading effective standards-based instruction

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to develop ongoing trusting relationships with staff
- Skills in meeting the challenges of adult learners
- Ability to work through and manage resistance to change
- Collaborative, team-oriented attitudes
- Ability to be a risk taker and possibility thinker

**JOB TITLE JOB DESCRIPTIONS**

- Knowledge of all content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems.
- Successful experience using various teaching strategies/approaches with students of diverse abilities and learning styles.
- Ability to build staff capacity to assess and diagnose students' academic strengths/weaknesses and prescribe effective interventions.
- Ability to engage staff in reflective, self-inquiry processes to improve practice
- Ability in and knowledge of data management systems to include the ability to provide ongoing coaching on effective use of the data systems for improved instruction and leading to improved student performance.

**QUALIFICATIONS**

- 5+ years of highly effective classroom experience
- Current Colorado Teaching License

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to and is evaluated by the building principal

JOB TITLE

JOB DESCRIPTION

WORKING CONDITIONS

- The work is performed in a typical office environment and in school classrooms.
- Flexibility in daily work schedule is required.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects and use fingers to operate computer keyboard. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

187 Days Per Year

Elementary Kitchen Manager

**SUMMARY OF FUNCTION**

Oversees and directs the preparation and service of food in an elementary school. Responsible for all food service activity at their assigned school, to include but not be limited to providing breakfast, lunch, a la carte and catering points of service. Supervises all food and nutrition employees on their staff. Direct liaison with students, administrators, faculty and staff at their school. Responsible for attending all mandatory meetings and training events.

**ESSENTIAL JOB FUNCTIONS**

- Directs, oversees and assists in final food preparation according to menu and specifications. Ensures food quality and timely service
- Directs, oversees and assists with serving line. Assigns duties to assistants and supervises student helpers
- Directs, oversees and assists kitchen and lunchroom clean up
- Ensures proper cleaning and sterilization of utensils, equipment and facilities
- Trains, supervises and directs staff assistants and student helpers
- Communicates information obtained in meetings and training along with proper methods for safe and sterile food service to staff
- Recommends disciplinary actions as needed
- Prepares foods for special events as needed
- Orders necessary quantities from Production Center and vendors
- Determines approximate number of students to be present each day and orders accordingly
- Collects monies and documents payments for lunches
- Responsible for accurate and secure proper cash handling procedures, including recording daily cash sales, prepayments, deposit of cash receipts, and security of change fund and petty cash as is assigned to their school
- Monitors free and reduced lunches and staff payments
- Maintains accurate inventory and inventory controls
- Responsible for financial performance through achievement of targeted cost controls, to include food cost, labor hours/cost & other supply costs.
- Completes employee performance reviews (probationary & annual)
- Completes computer applications required for all aspects of meal service
- Completes and submits accurate related forms and paperwork to meet established deadlines through either the computer or hardcopy
- Fills out related forms and paperwork
- Serves as food service liaison between building principal and area manager

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

Knowledge of volume food preparation methods, procedures and techniques  
 Ability to direct and perform all phases of food preparation and related kitchen work in a volume food operation  
 Ability to train and supervise others in the work  
 Ability to communicate effectively  
 Ability to work cooperatively with others  
 Skill in using the tools, equipment and materials of the field  
 Ability to use computers and computer applications as well as Microsoft Office Software

**QUALIFICATIONS**

High School diploma or equivalent  
 One year of experience in food preparation in a school system  
 ServSafe Certification required within eighty-nine (89) calendar days of hire

**ORGANIZATIONAL RELATIONSHIPS**

JOB TITLE

JOB DESCRIPTION

Reports to Production Center Manager and Area Supervisor  
Supervise Kitchen Assistant(s) assigned to this kitchen

**WORKING CONDITIONS**

Exposure to kitchen equipment and utensils  
Working near hot ovens in areas that may not be air conditioned

**PHYSICAL DEMANDS**

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

Elementary Literacy - TOSA

**Elementary (K-5) Literacy-Instructional Content Specialist (Teacher on Special Assignment)****SUMMARY OF FUNCTION**

The function of the Literacy Instructional Content Specialist (Teacher on Special Assignment) is to provide coaching and support in providing resources, research-based instructional strategy expertise and professional with a focus on comprehensive literacy through disciplinary literacy in all state assessed subject areas.

**ESSENTIAL JOB FUNCTIONS**

- Collaborate with the content facilitators to ensure that best practices in classroom instruction and assessment are implemented throughout the district in a consistent manner
- Support standards implementation, curriculum overviews, unit/module plans and high impact instructional strategies for disciplinary literacy
- Provide ongoing professional development related to Colorado Academic Standards and best practices for standards mastery
- Work collaboratively with members of the Curriculum and Instruction team for cohesive messaging and support system to schools
- Coordinate and collaborate with all school-based instructional coaches to meet all school and district improvement and/or action plans focused on instructional goals
- Assist in school level PLC teams as needed for collaborative, reflective instructional decision-making
- Assist in the maintenance the district's online instructional specific tools and resources within all platforms and websites
- Follow and implement all Curriculum and Instruction department-wide expectations and procedures
- Provide coaching and strategies for student-centered learning
- Assist teachers with interpreting and using data from a body of evidence to make informed instructional decisions
- Remain informed through professional reading, resources and research to guide instructional practices, coaching and professional development of teachers

**OTHER DUTIES**

- As assigned to support best first instruction in literacy

**KNOWLEDGE, ABILITIES AND SKILLS (Must demonstrate the following)**

- Knowledge of educational pedagogy as applied to programming
- Ability to communicate effectively
- Ability to work cooperatively with others
- Extensive training and/or experience in comprehensive literacy (reading, writing, speaking, listening, presenting) and disciplinary literacy in all subjects (mathematics, science, social studies, arts etc.)
- Demonstrated abilities in establishing and maintaining trust
- Effective written and oral communication skills
- Demonstrate knowledge of MTSS (to include RtI and PBIS) and PLC processes
- studies area.

**QUALIFICATIONS**

- Must possess, or be eligible for, current Colorado (CDE) teacher licensure
- Must have five or more years of proven, successful classroom teaching experience
- Instructional leadership experience (teacher leader, department chair and/or school administration)
- Prefer Master's degree in Instruction & Curriculum

JOB TITLE

JOB DESCRIPTION

- Prefer successful experience in working with adults in coaching/professional development contexts

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Executive Director of Curriculum and Instruction or qualified designee
- Instructional content specialists are evaluated by Executive Director of Curriculum and Instruction or designee with input from content facilitators and building principals
- Works collaboratively with content facilitators, and all school and district-wide coaching personnel

**WORKING CONDITIONS**

- The work is performed in a typical office environment and in schools.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

187 Days

Elementary Specialist

## SUMMARY OF FUNCTION

**50% Coaching:** The primary function of the Elementary Specialist is to coach and consult with administrative and school staff to provide job-embedded professional development, build organizational capacity in areas of instruction, curriculum, assessment and data, and to serve as a liaison to the Curriculum and Instruction Department. This role is responsive to the instructional needs of the school assigned. This position reports directly to the Principal.

The focus of this position is to increase student achievement through the support and development of self-directed, reflective teachers. This includes working with adult learners to contribute to a collegial learning culture, collaboratively implement school and district improvement initiatives, support the analysis of data for instructional adjustments and planning, and work to co-create systemic implementation of best instructional practices.

**50% Interventionist:** Provide results-based literacy and/or math interventions to supplement the core classroom instruction. These interventions will include alignment to State and District standards and benchmarks including screening, diagnostic assessment, on-going progress monitoring and summative assessment data. The interventions must be research based and tailored to the needs of the students. Responsible for performing the required work and reports mandated by Colorado Department of Education and District 11.

## ESSENTIAL JOB FUNCTIONS

**Interventionist Portion (50%):**

- ? Provide an additional dose of literacy and/or math instruction for identified students
- ? Work with the school community to create a seamless school-wide literacy and math community and program, working with other teachers, classroom teachers, Special Education teachers, and ESL teachers
- ? Follow the procedures for selecting students who need additional support with literacy and/or math
- ? Work with all Instructional Coaches in the building as well as those who provide support from the district, Intervention teachers, classroom teachers and building administration to ensure that each student is matched to appropriate intervention(s).
- ? Implement knowledge of and experience with one-on-one and small group early interventions models.
- ? Coordinate each student's program with classroom/core content teachers to reinforce and supplement guaranteed and viable curriculum for literacy and/or math development.
- ? Analyze, understand and use assessment data to design appropriate lessons.
  
- ? Collaboratively analyze baseline screening data, diagnostic data, progress monitoring data, and summative data to make instructional decisions about students and interventions.
  
- ? Communicate each student's program and student progress with the classroom teacher on a regular basis to reinforce and supplement District curriculum.
  
- ? Model effective instructional strategies in the classroom for other teachers as needed.
  
- ? Maintain an up-to-date daily schedule, forms, ongoing progress monitoring, and body of evidence that supports interventions and instructional decisions
  
- ? Partner with principals, individual teachers, school sites, and articulation areas to implement new and existing curricula and assessments.

? Support and implement district, state, and federal initiatives, i.e., READ Act.

? **Coaching Portion (50%):**

? Facilitate conversations with individual teachers, grade level teams, whole staffs, and other groups, which may lead to coaching cycles, study groups, and PLC's.

? Facilitates teaching and learning cycles, including collaboratively setting learning goals, engaging in observations and coaching participants using a data-driven approach.

? Provides staff with structures, professional development, and feedback that supports teaching and learning cycles.

? Analyzes district local assessment data and classroom observations and uses it to inform school support.

? Provides support to staff in formatively assessing and monitoring student growth, in interpreting individual and class growth trends, and in determining effective Best First Instruction (BFI), intervention techniques, differentiation, and Tier 2 & 3 intervention strategies to increase student growth.

? Leads with the Instructional Leadership Team (ILT) on implementation of schoolwide instructional programs and improvement areas as designated in the school's Unified Improvement Plan (UIP) and identified district initiatives.

? Attends building Professional Learning Community (PLC) meetings to support teachers in the PLC process and in the identification of strategies to meet student needs.

? Supports teachers and PLC's in designing effective module/unit and lesson plans.

? Supports teachers in the implementation of effective practices to address the needs of all learners, including observing and giving feedback to teacher leaders in their leadership role.

? Develops protocols and implements calibration activities among the Instructional Leadership Team (ILT) to ensure that all instructional leaders share the same standard for instructional excellence and to support ILT members' ability to identify the most actionable feedback.

? Provides peer assistance and coaching toward meeting teachers' goals to grow in knowledge and effectiveness in all content areas and working with all types of students.

? Facilitates the planning process of teachers as they prepare for collaboration and professional learning experiences; observes and gives them feedback on their facilitation of adult learning, including team planning meetings.

? Identifies 2-3 model classrooms or learning labs for teachers to observe effective instructional practice by content area.

? Develops a coherent and differentiated professional development schedule for the school aligned to the instructional focus areas and student data.

? Leads the continuation of resource mapping to capitalize on expertise/knowledge in the teaching faculty.

? Coordinates with the Director of Curriculum and Instruction on the District's approach to coaching and supporting TLC's and other teacher leaders around best instructional practices and data analysis.

? In coordination with the building principal and TLC/department chairs, supports implementation of strategies to meet One Plan goals specific to growth groups.

? Demonstrates an ongoing willingness to enhance and further their own professional training, knowledge, and expertise through the Curriculum and

Instruction Department training/in-services/meetings and external professional opportunities within content related to effective instruction, all curriculum/content areas, professional coaching, and student performance.

#### OTHER DUTIES

Performs related duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

Must demonstrate the following:

- ? Ability to develop ongoing trusting relationships with staff.
- ? Skills in meeting the challenges of adult learners.
- ? Ability to work through and manage resistance to change.
- ? Collaborative, team-oriented attitudes.
- ? Ability to be a risk taker and possibility thinker.
- ? Knowledge of all content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems.
- ? Successful experience using various teaching strategies/approaches with students from a variety of backgrounds and experiences.
- ? Ability to engage staff in reflective, self-inquiry processes to improve practice.
- ? Ability in and knowledge of data management systems to include the ability to provide ongoing coaching on effective use of the data systems for improved instruction and leading to improved student performance.
- ? Ability to provide training and coaching for staff K-12 in effective research-based and district approved instructional strategies in all content areas.
- ? Strong organization, communication, and facilitation skills.
- ? Strong working knowledge of the MTSS framework.
- ? Strong working knowledge of Professional Learning Communities structures and processes.
- ? Participates in Curriculum and Instruction Department-led professional development sessions and information sessions as scheduled.

#### QUALIFICATIONS

5+ years of effective or highly effective classroom experience.

Experience working with children from a variety of backgrounds and experiences.

Master's degree with current Colorado teacher licensure (degree in reading or math preferred).

Knowledge and application of current reading and/or math research practices  
A minimum of 15 semester hours of advanced study in reading and/or math development and instruction preferred.

Successful experience in working with adults in the areas of professional training and staff development.

Experience in working with adults in an instructional coaching situation.

Experience with the data team process including data analysis and data driven instruction

Experience with the alignment of assessment data, grade-level benchmarks, essential learnings and appropriate resource materials.

#### ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Principal

Actively partners with the Curriculum and Instruction Department to further the District's essential actions and to eradicate school-based disparities.

#### WORKING CONDITIONS

The work is performed in a typical office environment and in school classrooms.

Flexibility in daily work schedule is required.

Summer training is required.

JOB TITLE

JOB DESCRIPTION

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects and use fingers to operate the computer keyboard. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

187 days

**JOB TITLE****JOB DESCRIPTION**

Elementary and Secondary Program Specialist/TAP

**SUMMARY OF JOB DESCRIPTION**

The Program Specialist is responsible for supporting the implementation of TAP in a group of schools. The Program Specialist attends the National and Summer TAP trainings and assists the TAP Project Director in building capacity among the school-level Master and Mentor Teachers. He or she will serve as a resource to enhance Master and Mentor Teachers' proficiency in both implementing the TAP processes and building their knowledge of exemplary instructional strategies. The Program Specialist will spend ninety percent of their time in the schools providing on-going support for the Master and Mentor Teachers. Specifically, he or she will observe and give feedback on cluster meetings and TAP Building Leadership Team meetings, and facilitate instructional workshops for Master and Mentor teachers. The Program Specialist will also work closely with the TAP Project Director and the National Institute for Excellence in Teaching (NIET) to determine what additional resources schools may need to implement TAP effectively. The Program Specialist's relationship with each principal will mirror their relationship with the TAP Project Director and will be one of support and collaboration.

**ESSENTIAL JOB FUNCTIONS**

- Assists in observing and providing feedback to Master and Mentor Teachers
- Collaborates with district leaders in providing appropriate assistance and direction relative to curriculum and instruction
- Assists in the development and/or facilitation of building and District In-service Training for TAP teachers
- Assists in research, compile, and share resources and current practices information for Master and Mentor Teachers
- Assists with using District benchmark, formative, and summative results to improve instruction
- Supports the analysis of data for the purpose of providing clusters with information relative to working effectively with various groups of students
- Assists in the clarification of TAP implementation expectations for Master and Mentor Teachers relative to the instructional aspect of the observation rubric
- Provides evaluation and support services for clusters including: observing cluster meetings, modeling cluster process, evaluating cluster strategies being implemented and provides coaching towards improvement
- Attends TAP Building Leadership Team meetings as needed and provides feedback on operations
- Participates in observations with Master and Mentor Teachers for the purpose of ensuring inter-rater reliability
- Reviews all school TAP documentation (Cluster group meeting records, Cluster long-range plans, Leadership Team logs and teacher Individual Growth Plans (IGP) and provide feedback
- Provides support in IGP development with Master and Mentor and Career Teachers
- In cooperation with the TAP Project Director, plans and conducts (when appropriate) a monthly, Master and Mentor Teacher meeting focused on enhancing knowledge of proven instructional strategies
- Provides follow-up (demonstration lessons, team-teaching, coaching, etc.) to support Master and Mentor Teachers' understanding and implementation of instructional strategies

**OTHER DUTIES**

- Performs additional duties as assigned

**QUALIFICATIONS**

- Valid Colorado Teacher License; Principal/Administrator License preferred
- Eight years of successful teaching experience and five years of coaching adults preferred

JOB TITLE

JOB DESCRIPTION

- Master’s degree in Curriculum and Instruction or related field
- Documented in-depth knowledge of content and process
- Documented successful instructional leadership experience

ORGANIZATIONAL RELATIONSHIPS

The Program Specialist reports to and is evaluated by the TAP Project Director.

WORKING CONDITIONS

The work is performed in a typical office environment and in schools. Flexibility in daily work schedule is required. Summer training is required in addition to travel.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS Exempt

WORK YEAR 260 days

Elementary/Middle School Principal

## SUMMARY OF FUNCTION

Facilitates programs and instructional practices based on analyses of student achievement data that results in increased academic achievement for all students using a continuous improvement model for Instruction. Oversees staff, school functions and programs, building care, student activities and student discipline. Develops through a collaborative process where appropriate, school procedures to ensure compliance within district, state and federal educational policies and objectives. Ability to develop an exemplary science academy capable of hosting visitors and media from throughout District 11, neighboring school districts, and the country. Responsible for collaboratively leading science training efforts for all District schools and developing funding for a science training center for teachers and staff from across the country and District 11. Ability to create a uniformed academy with a professional atmosphere for students and staff to showcase to the media, diplomats, and business partners.

## ESSENTIAL JOB FUNCTIONS

- Provides oversight, coordination, and logistical adjustments required by the experiential curriculum, extended day and year, and community partnerships
- Coordinates, develops, and maintains positive business and community relationships to support the aerospace themed middle school
- Builds a partnership with the business community
- Oversees efforts to recruit students
- Directs and oversees the operations of designated school
- Implements appropriate processes to develop policies, functional goals and objectives
- Directs and supervises sub-units and level teams to ensure compliance with overall goals
- Analyzes educational needs of community and related parental concerns
- Develops programs and oversees the implementation of special programs as required
- Utilizes the accountability process and involves and reports to parents as appropriate
- Evaluates and supervises instructional staff in meeting academic needs
- Directs professional staff in aligning curriculum/instruction to support standards
- Oversees, develops, and trains teachers and educational staff
- Selects staff members who are capable of implementing exemplary science academy and unique curriculum and assigns related duties and responsibilities
- Evaluates staff effectiveness and instructional strategies and develops plans for improvement using the continuous improvement process
- Establishes and oversees the management for daily school activities and events and partnerships
- Administers district attendance policy
- Oversees due process of student appeals and disciplinary actions
- Attends student activities and events
- Supervises classrooms, hallways, lunchroom and outside campus
- Establishes funding priorities and facilitates corporate fund raising for the school and partnerships for school expenditures and allocates funds accordingly
- Monitors spending and related budgeting activities that are aligned with the School Improvement Goals
- Serves on district leadership/management committees and special project groups as needed
- Represents the district at community functions and local business meetings to promote special programs and analyze program needs

- Develops and maintains community partnerships
- Prepares, generates, and maintains related reports and documentation of administrative activities
- Implements all MOUs between District and private sector
- Monitors on-site construction/repair projects
- Represents school in planning and development of capital projects
- Manages facility to ensure compliance with applicable health and safety codes
- Ensures that facilities are maintained and/or upgraded to meet safety, cleanliness and instructional standards
- Participates and promotes stakeholder involvement in accountability through activities with Building Advisory Accountability Committee and other school partnerships
- Works effectively with diverse student populations
- Effectively leads and facilitates a team approach and regularly holds status meetings with school staff and partnership staff
- Delivers engaging “informative and well-organized” presentations to various audiences to assist with recruitment of students, staff and create community engagement.

#### OTHER DUTIES

Performs related work as required

#### KNOWLEDGE, ABILITIES, AND SKILLS

- Demonstrated ability to provide avenues of success for all students and to close academic gaps of students from disadvantaged and diverse backgrounds
- Ability to present a portfolio of experiences demonstrating strong curriculum knowledge, application and content integration of reading/writing integrated with science, math, and technology
- Demonstrated ability creating mentorships for students
- Demonstrated experience with parent Involvement and ability to create a school environment welcoming to all students and their families
- Ability to facilitate science fairs, robotics competitions, and a wide variety of opportunities for students outside the traditional classroom
- Demonstrated ability to provide visionary leadership in restructuring initiatives that support increased student achievement via a continuous improvement model
- Knowledge of differentiated instructional strategies and classroom management strategies that support learning for all in a continuous improvement learning environment
- Demonstrated knowledge of the applications of technology in the instructional learning environment for continuous improvement
- Knowledge of subject areas, curriculum and alignment, standards-based education, and performance assessments
- Demonstrated ability to provide leadership for staff development and the attainment of the District Strategic Plan Goals
- Ability to communicate effectively and mediate conflicts with students, staff, parents, and community groups while promoting school goals and building efficacy among all stakeholders
- Ability to analyze school achievement data and guide the accountability process successfully in full partnership with parents, staff and community members to ensure a results driven system

#### QUALIFICATIONS

- Colorado Initial or Professional School Principal License required

JOB TITLE

JOB DESCRIPTION

- Master’s degree in education or education-related field
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position)

ORGANIZATIONAL RELATIONSHIPS

The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS: Exempt

WORK YEAR: 226 Days

Employee Benefits &amp; Wellness Manager

**SUMMARY OF FUNCTION**

The purpose of this position is managing the day-to-day operations of the benefits and wellness office and staff, and managing the District's benefits and wellness programs; including self-funded health, dental and voluntary plans; managing the life and disability programs; the District's wellness program; and participating in the District's new employee orientation process. This is accomplished by developing and maintaining self-funded health plans for active employees, retirees, and dependents; making plan design and rate structure recommendations; overseeing the annual open enrollment process; ensuring compliance with legislative requirements, including Patient Protection and Affordability Care Act (PPACA), HIPAA, and other state and federal laws impacting benefits administration; recommending benefits and wellness programs and implementing programs; tracking participation and cost effectiveness analysis of programs offered; analyzing, tracking, and reporting on trends in benefits and healthcare; assisting in the development of RFP's for vendor services and managing vendor contracts; and supervising the benefits and wellness staff. In addition, managing life and disability programs, and other voluntary benefits programs; participating in new employee orientation; and preparing and monitoring annual health care trust fund account (P&L).

**ESSENTIAL JOB FUNCTIONS**

- Manages the day-to-day operations of the benefits and wellness programs of the District
- Managing self-funded medical and dental plans by reviewing the profit and loss (P&L) statement and large claims monthly; reviewing claims quarterly with provider network and broker vendors; working with the third party claims administrator (TPA), BEST Health Plan, and the District's broker on plan language, interpretation, and updates; researching and staying abreast of with trends and plan compliance; monitoring plan and market trends; developing strategic goals for plan design, cost containment, and premium shares; incorporating and monitoring wellness programs; and extracting data to create reports and memos to present information to the Benefits Insurance Committee, District Leadership, and the Board of Education.
- Oversee and prepare educational materials, communicating to employees and dependents available benefits.
- Overseeing staff for benefits enrollment, mid-year changes, and termination processes; advising on complex benefit questions and situations as needed; responding to questions from employees, dependents, retirees, and internal staff; and managing annual open enrollment processes to include timeline development and employee mailings/communications.
- Respond to employee questions and concerns, develop and deliver new employee orientation programs, open enrollment materials and schedules
- Coordinate with benefit plan administrators and program consultants to ensure timely and accurate claims management and communication processes
- Evaluate, develop, and implement internal processes and procedures for the benefits and wellness office and staff
- Monitors legislative initiatives and/or changes that may impact existing benefits program design and management
- Ensures District policy, Federal/State laws and regulations, to include the Affordable Care Act, are incorporated into effective and efficient benefits program and administrative practices
- Advising on legal updates and plan compliance by attending webinars, conferences, and seminars; working with broker and other vendors to ensure that services are in compliance; reviewing plan documents and compliance with state and federal laws; training benefits and wellness staff on legal updates; and working with vendors, broker, and TPA to ensure administration of plans are compliant.

## JOB TITLE

## JOB DESCRIPTION

- Develop and provide input to policy recommendations annual during meet and confer and negotiations.
- Serve as an ex-officio member of the Benefits Insurance Committee and expect to serve as the Superintendent assigned chairperson
- Serves as the primary District contact for benefits and wellness program providers and consultants
- Coordinates and monitors the performance and quality of provider services as addressed by contract and service agreement requirements
- Delivers benefits and wellness program information, reports, and recommendations to District leadership, employee groups, and outside consultants
- Managing the District's wellness initiatives by reviewing quarterly participation levels; calculating effectiveness of programs; developing and implementing marketing and educational campaigns for improved programs awareness; and sharing wellness program information with the District Leadership, and the Board of Education.
- Lead wellness program strategies and oversee all implementation and reporting
- Collaborate with Third Party Administrator (CCHP) and BEST Health Plan to identify cost drivers, at-risk members, and implement processes for integration of vendors (resulting in robust reporting)
- Represent D11 employees interests and drive engagement (done thru surveys and focus groups)
- Collaborate with Hospital Partner on best practices for positive outcomes
- Negotiate and contract for additional support services and programs (or manage process for such activities)
- Integrate current activity based wellness program into current offering, providing a single stop for all wellness services
- Review and approve all communications
- Oversee all implementation of programs (wellness coaching, digital coaching, biometric screening process, online health assessment, flu shots) and vendor
- Coordinate logistics of programs (space, computer, etc)
- Lead the Care Management strategies with hospital partner, BEST Health Plan and TPA
- Assist in the development and engagement of high risk claimants (all aggregate data). This includes working with the Third Party Administrator (CCHP) and Centura to develop identification, referral, and communications.
- Oversee reporting and outcomes (all aggregate) providing feedback and recommendations to improve service.
- Oversee the early retirement incentive program
- Ensures the accuracy of all records necessary to maintain eligibility, claims handling, and proper payroll deductions
- Defines the IT requirements necessary for benefits program databases
- Assists in the development of RFP's, consultant agreements, and contract renewal documents
- Assists in analyzing vendor proposals
- Works with District's procurement team and broker partner on benefit vendor rate renewal negotiations; and approving invoices for payment.
- Run monthly FSA deductions, payment process, and ensuring proper information has been sent to FSA vendor
- Maintain master files of all benefit and wellness provider contracts and policy documents
- Represent the District on community health care forums and committees
- Develops the benefits and wellness program budget.
- Analyze and communicate the budget performance on a monthly basis to include the identification and discussion of trends and concerns and determine

JOB TITLE

JOB DESCRIPTION

- if additional funding may be needed during the year to cover claims costs.
- Prepares quarterly KPI reporting for benefits programs
- Pay invoices to all insurance plan vendors monthly
- Keep up to date with changes associated with the Affordable Care Act (ACA)
- Run monthly and annual Affordable Care Act eligibility reports; analyze and send notification to employees that are experiencing an eligibility change which would affect their benefits.
- Run Transmittal process for IRS forms 1094 and 1095C, ensure accuracy, and transmit final forms to the IRS.
- Works closely with Human Resources on all employees on a leave of absence (LOA, FMLA) and assist employees with filing for short and long term disability as necessary.
- 
- **OTHER DUTIES**
- •Performs related work as required
- 
- **KNOWLEDGE, ABILITIES, AND SKILLS**
- Excellent communication and organizational skills
- Working knowledge of Federal/State employee benefit laws and regulations
- Working computer knowledge, primarily with Microsoft
- Keyboarding skills required
- 
- **QUALIFICATIONS**
- •Bachelor’s degree in human resources, business or public administration
- •An equivalent combination of related education and experience may be considered
- •Preference is for 7 or more years’ experience in benefits administration for a mid to large size business or local government
- 
- **ORGANIZATIONAL RELATIONSHIPS**
- Reports to and is evaluated by the Director of Risk Related Activities
- 
- **WORKING CONDITIONS**
- Mostly sedentary with an office type environment.
- 
- **PHYSICAL DEMANDS**
- The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.
- 
- **FLSA STATUS**
- Exempt
- 
- **WORK YEAR**
- 260 days

JOB TITLE

JOB DESCRIPTION

Energy & Sustainability Program Manager

SUMMARY OF FUNCTION

Responsible for planning and routine operation of the district's energy and sustainability program.

ESSENTIAL JOB FUNCTIONS

- Coordinates with the district leadership and the consultants to the district in the execution of all essential job functions
- Develops and modifies site action plans in conjunction with the energy manager, building managers, and principals
- Oversees monthly updates to the utility accounting program for quality and timeliness, including rate changes and error cost recovery
- Oversees installation and maintenance of interval data points as well as the daily collection and analysis of data
- Tracks the results of the energy and sustainability program and prepares quarterly performance reports
- Reports on the progress of the energy management program to all levels of staff and district leadership
- Conducts scheduled and unscheduled compliance inspections at all sites
- Prepares site shutdown procedures for the Thanksgiving, winter, spring, summer breaks and 3-day weekends which includes scheduling of HVAC systems through the district's computerized building automation system
- Coordinate the optimization of the District's building automation system (BAS) for existing buildings for building comfort and efficiency
- Manage district's computerized energy management system
- Maintains D11 Energy and Sustainability web site information
- Maintains EPA Energy Star Program data submission, property information, reporting, and awarding Energy Star awards when earned
- Updates the District's Sustainability Design Guidelines
- Comply with all State and Federal energy codes, regulations and laws
- Establish and maintain partnerships with other governmental entities, for example the Alliance for Sustainability, Colorado Association for School District Energy Managers (CASDEM) members and the Colorado State Energy Office
- Collaboratively works with students, staff and community to foster natural resource conservation practices to meet the District's Energy Policy and goals
- Work closely with city utilities business account manager
- Continue to develop, implement and oversee a District solar photovoltaic panel installation program
- Develops and maintains the annual utilities budget
- Prepares the Annual Energy Report
- Assists in facilitating the Energy Advisory Committee meetings
- Manage execution of energy performance contract projects as assigned
- Research and maintain working knowledge of best practices with regards to sustainability and educational institutions
- Prepares, maintains and reports Colorado State required benchmarking data (House Bill 21-1286)
- Report on broker's negotiations for transport gas rates as necessary
- Attend and participate in meetings of municipal councils or council committees

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

Ability to communicate orally and in writing effectively and to motivate others during a time of difficulty to work cooperatively with others  
 Basic knowledge of facility management and operations  
 Basic knowledge of energy use and engineering principles.

JOB TITLE

JOB DESCRIPTION

Skilled in using computers, Microsoft Office (primarily Excel, Access, Word and Outlook) and specialized energy software

QUALIFICATIONS

- Degree in engineering preferred or equivalent combination of education/experience
- Minimum of three years' experience in HVAC temperature controls and Energy/Conservation Management
- Completion of the AEE "Energy Management" course within six months of employment.
- Valid Colorado driver's license with good driving record

ORGANIZATIONAL RELATIONSHIPS

Reports to the Capital Program Director/Manager

WORKING CONDITIONS

Office setting at a computer and extensive walking and climbing during school site visits

PHYSICAL DEMANDS

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Energy Manager

**SUMMARY OF FUNCTION**

The Energy Manager will be responsible for the district-wide energy management and conservation programs.

**ESSENTIAL JOB FUNCTIONS**

- Plans, organizes, and administers district-wide energy management and conservation programs to reach district goals and objectives
- Develops and manages the district's utilities budgets for gas, electric, water and wastewater
- Reviews and monitors service contracts, billings and expenditures
- Analyses consumption and expenditure data
- Acts accordingly or makes recommendations for corrective actions or changes
- Acts as district's technical representative to utilities providers
- Develops and promotes energy efficient practices throughout the district
- Develops related district policies, regulations, procedures and standards
- Motivates district personnel to use energy wisely
- Identifies, develops, coordinates and manages energy and conservation related projects
- Manages contracts and accepts work
- Keeps abreast of energy industry developments, research new and evolving technologies and trends, and makes recommendations for implementation
- Inspects and assesses facilities for operating efficiency, comfort level, utilization and compliance with the district's policies and procedures
- Maintain records of all energy utilization and management efforts
- Prepares and provides reports of energy data to central administration, building administration and the Board of Education
- Acts as the District's spokesperson for energy related issues
- Interacts with citizens groups, other school districts; other major area energy users; state and local agencies and the media
- Chairs the district's Energy Conservation Advisory Committee
- Performs as a subject matter expert within his/her professional discipline

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- High level skills in oral and written communication
- Proficient with the use of desk-top computer applications (preferably MS Office) including word processing, spreadsheets, database, presentation graphics, and project management
- Ability to plan, organize and conduct activities of others in an efficient manner
- Ability to function as a member of an interdisciplinary, cross-functional team

**QUALIFICATIONS**

- Engineering degree (preferred) from an accredited university or college
- Two or more years of energy management experience

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Facilities

**WORKING CONDITIONS**

- Both in an office setting at a computer and in the various school sites

**PHYSICAL DEMANDS**

- Must be able to climb ladders, crawl in utilities tunnels and do extensive walking to conduct various inspections and site visits

**FLSA STATUS**

JOB TITLE

JOB DESCRIPTION

Exempt (P07)

**WORK YEAR**  
260

English Language Learner Teacher (ELL)

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students English Language Development and access to core content skills that will contribute to their development as mature, able, and responsible students. The employee guides the learning process toward the achievement of ELD curriculum goals and establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to ELL students and parents. The work plan employs a variety of ELL instructional techniques utilizing appropriate technology, consistent with the needs and capabilities of the individuals or student groups based on language proficiency levels.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional goals and objectives specific to English Language Learners (ELLs).
- Provides effective instructional ELL techniques for all students in the classroom, and assists mainstream teachers with appropriate sheltering techniques in their classrooms.
- Prepares for classes assigned, and shows written evidence of preparation upon request.
- Encourages students to set and maintain standards of classroom behavior.
- Plans a program of study that meets the individual needs, interests, and abilities of the students by assessing students' English language proficiency and place students in appropriate ELL and mainstream classrooms.
- Understands and is sensitive to the cultural backgrounds and differences of the ELL students, and assists students and parents with their adjustment to a new cultural environment.
- Assists students and counseling staff with annual selection of classes and post-graduate planning for ELL students.
- Assesses the accomplishments of ELL students on a regular basis and provides progress reports as required.
- Communicates to parents their student's progress in their ELL and mainstream classes as the parents may have difficulties communicating with their student's regular teachers and/or other school personnel.
- Communicate student and family needs with ELL Community Liaison so he/she may assist students and/or families.
- Monitor grades and attendance of ELL students in their mainstream classes.
- Maintains accurate, complete and correct ELL records as required by law, district policy, and CDE regulation.
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s).
- Administers state required English Language Development tests.
- Attends staff meetings and serves on staff committees as required.

**OTHER DUTIES**

Performs related work as required.

**KNOWLEDGES, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support ELL student achievement.
- Integrated technology skills to support the content areas.
- Knowledge of ELD curriculum, and standards based-education.
- Knowledge of special education as applied to the needs of the ELL students assigned to the teacher's particular area.
- Ability to communicate effectively and resolve conflict with students, parents,

JOB TITLE

JOB DESCRIPTION

and community groups.

- Good organization and communication skills.
- Demonstrates accomplishments in keeping professionally current.

**QUALIFICATIONS**

Bachelor's degree

Colorado Teaching License

Culturally and Linguistically Diverse (CLD) Endorsement

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal.

**WORKING CONDITIONS**

The work is performed in a school classroom.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

English Language Proficiency Examiner

**SUMMARY OF FUNCTION**

Administers and evaluates IPT tests, and assists the ESL supervisor, teachers and principals in the proper placement of non-English speaking students to ensure their success.

**ESSENTIAL JOB FUNCTIONS**

- Assess the English Language Proficiency of all new enrollees to Colorado Springs School District Eleven whose primary or home language is other than English (PHLOTE) Students
- Conducts post-testing of all PHLOTE students – new and continuing
- Maintains all records of PHLOTE student assessment results
- Consults with families and school personnel about English Proficiency Assessments as required
- Maintains log of school and/or home visits
- Plans assessment schedules and feedback with the District ESL Supervisor

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the operation of standard office appliances, including desktop computers, typewriters and copy machines
- The ability to work with language minority children and adults
- The ability to communicate effectively
- The ability to work cooperatively with others

**QUALIFICATIONS**

- High school education
- One year of office experience
- The ability to drive plus the availability of a car

**ORGANIZATIONAL RELATIONSHIPS**

Reports to District ESL Supervisor

**WORKING CONDITIONS**

The work requires driving to all district schools; long periods of sitting; walking and climbing stairs. It requires communication with children and adults who are not proficient speakers of English.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

Enrichment Coordinator-Curric/After School

**SUMMARY OF FUNCTION**

Coordinate the placement of community volunteers in the classroom as speakers for the purpose of curriculum enrichment as requested by the teacher. Collaborate with schools offering after school enrichment to provide community resource programs to expand the experience for students. Coordinate and promote community organizations and businesses offering programs and resources to District 11 schools. Coordinate the placement of District 11 students with community volunteers for the purpose of career exploration and special projects research as requested by the student, teacher, or parent.

**ESSENTIAL JOB FUNCTIONS:**

Develop marketing of Curriculum Enrichment service to all teachers.

Market Career Exploration program to K-12 teachers, Gifted and Talented Resource Teachers, ACE resource staff and the F.I.T. Coach at each site.

Arrange and prepare information using computerized spreadsheets.

Create and maintain community database to match community members with teacher requests and student application, establishing an annual record of events for all classroom presentations

Coordinate request with volunteer classroom enrichment speaker to include detailed explanation of teacher or student's request, date, time, location and special preparation instructions for teachers or students.

Collaborate with teams representing multi-programs throughout the district to produce student enrichment events, i.e. Career Fair, specialty career panels, etc.

Collaborate with After School Enrichment building administrators and providers to supplement their programming with volunteer community resources and programs

Engage with community organizations and business to enhance and develop new opportunities for District 11 students.

Draft, prepare, and revise computerized spreadsheets/word processing documents including SharePoint forms and website enhancement as needed by management, using various software packages.

Follow up on evaluation comments from volunteer, student, parent and teacher evaluations to assure that the volunteer experience met all expectations

Provide all statistical reports to support District 11 Strategic Plan.

Work with school staff to assure student readiness to undertake a community visit.

Consult with community volunteers in collaboration with curriculum facilitators to assure that classroom enrichment programs align with approved curriculum and enrich the students' educational experience.

Maintain excellent customer service.  
Consult with additional departments within the district to meet safety and operation requirements.

Recommend new office procedures and modifications to existing procedures to ensure a smooth and effective operation.

Observe all district policies and procedures

**OTHER DUTIES:**

Performs related work as required.

**KNOWLEDGES, ABILITIES AND SKILLS**

Skill in public relations and communications.

Ability to effectively communicate with the school district's personnel and constituency

Ability to work cooperatively with supervisors and co-workers

Ability to organize work load and prioritize assigned tasks

Ability to work under deadlines; to be flexible in meeting the ever changing needs of the department

Ability to organize and complete several complex projects simultaneously

Ability to perform duties without close supervision

Open and willing to change based on new data and information

Ability to work flexible hours including some evenings and weekends

Maintain a generally positive attitude

Proficiency in MS Office Suite, especially EXCEL, Access, Word and sharepoint

Demonstrate strong writing skills

**QUALIFICATIONS:**

Bachelor's degree in Education. Social Science or closely related field preferred

JOB TITLE

JOB DESCRIPTION

Volunteer Management experience/successful volunteer experience.

**ORGANIZATIONAL RELATIONSHIPS:**

Reports to Community Engagement-Volunteer Administrator.

**WORKING CONDITIONS:**

The work is performed in a typical office environment, under stress of completing priorities and extreme time pressure.

**PHYSICAL DEMANDS:**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS:**

Exempt

**WORK YEAR:**

202 Days

Enrichment Coordinator-Curric/After School

### **SUMMARY OF FUNCTION**

Create and support enrichment and out-of-school time (OST) systems, processes, and tools for schools and the OST provider community. Coordinate the placement of community volunteers in the classroom as speakers for the purpose of curriculum enrichment as requested by schools.

Coordinate with and promote community organizations and businesses offering programs and resources to District11 schools.

### **ESSENTIAL JOB FUNCTIONS**

- Serves as the liaison between the provider community and schools.
- Finds new providers for enrichment and OST programming; supports the standardization of expectations and processes with the district; manages contracts and relationships with providers.
- Manages provider and student experience; collaboratively creates and implements systems of accountability as well as training to best support providers in running effective programs.
- Creates surveys and other feedback mechanisms for students, parents, schools, and providers; analyzes and uses data to improve processes, safety protocols, and program quality.
- Ensures all stakeholders are properly informed of timelines, processes, and policies; works cross-functionally to coordinate processes with families, providers, district services, and schools.
- In consultation with the marketing team, develops marketing for Curriculum Enrichment services; differentiates marketing by stakeholder group.
- Arranges and prepares information using spreadsheets, databases, G-Suite, and Microsoft tools. Performs website enhancement as needed by management, using various software packages.
- Creates and maintains the department database to match community members with teacher requests and student applications; establishing an annual record of events for all classroom presentations.
- Coordinates requests with volunteer classroom enrichment speakers to include detailed explanation of teacher or student's request, date, time, location and special preparation instructions for teachers or students.
- Collaborates with teams representing multiple programs throughout the district to produce student enrichment events, i.e. Career Fairs, specialty career panels, etc.
- Provides all requested qualitative and quantitative reports.
- Works with school staff to assure student readiness to undertake a community visit.
- Consults with volunteers and curriculum facilitators to assure that classroom enrichment programs align with approved curriculum and enrich the students' educational experience.

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- Maintains excellent customer service.
- Consults with additional departments within the district to meet safety and operation requirements.
- Recommends new office procedures and modifications to existing procedures to ensure a smooth and effective operation.
- Integrates with the Engagement team; provides support for department initiatives and projects as requested.
- Observes all district policies and procedures.

### **OTHER DUTIES**

Performs related work as required.

### **KNOWLEDGES, ABILITIES AND SKILLS**

- Skill in public relations and communications.
- Strong interpersonal skills and ability to work with individuals at all levels in

JOB TITLE

JOB DESCRIPTION

- the district.
- Ability to work cooperatively with supervisors and co-workers.
  - Ability to organize workload and prioritize assigned tasks.
  - Ability to set goals, work independently, and drive results.
  - Self-starter who can anticipate department needs in a proactive manner.
  - Outstanding facilitation and communication skills.
  - High degree of integrity in handling confidential information.
  - Ability to work under deadlines; to be flexible in meeting the ever changing needs of the department.
  - Ability to organize and complete several complex projects simultaneously.
  - Open and willing to change based on new data and information.
  - Ability to work flexible hours including some evenings and weekends.
  - Maintain a generally positive attitude.
  - Proficiency in MS Office Suite, especially EXCEL, Access, Word and sharepoint.
  - Strong writing skills.

QUALIFICATIONS

Bachelor's degree in Education, Child Development, Social Science, or closely related field preferred. Volunteer Management experience/successful volunteer experience. Two plus years of experience in the design and implementation of OST programming preferred. Experience working with grant funding streams, grant writing, and managing programs funded by grants preferred. Experience using the Youth Program Quality Improvement approach and associated tools preferred.

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Partnerships.

WORKING CONDITIONS

The work is performed in a typical office environment, under stress of competing priorities and extreme time pressure.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Enrollment Coordinator

**SUMMARY OF FUNCTION**

The Enrollment Coordinator oversees the admissions/registration process for students entering the district as well as the processes for in-district transfers and withdrawals. Assists in training of school registrars/staff assistants on enrollment policies and procedures and provides ongoing support to these same personnel. Coordinates large data collection projects with school based personnel throughout the year, including compiling the data and preparing for presentation or submission. Updates and maintains enrollment web pages and SharePoint sites including: posting reports, verifying accurate communications, and maintaining user groups. Answers enrollment questions from parents, often as the first contact parents may have with District 11.

**ESSENTIAL JOB FUNCTIONS**

- Oversees process of and assumes responsibility for timely and accurate completion of all office functions
- Maintains supervisor's calendar and schedules appointments and meetings, coordinates activities required for meetings, appointments, conferences, etc.
- Serves as District Registrar for Opportunity and Charter Schools. Registers all new students for these schools and processes in-district transfers and withdrawals.
- Serves as the districts Homeschool liaison. Collects, processes, and documents Notice of Intent to Homeschool forms and required test scores
- In coordination with the Director of Enrollment, works with school and enrollment staff on the annual the Student October Count.
- Responds to inquiries from office visitors, schools, other departments, outside agencies and the public regarding specialized information records, policies, procedures, projects, programs and services
- Frequently interprets Board Policy as well as specific laws related to specialty
- Works on specialized administrative projects and requests individually and as a member of a work team
- Responds and attempts to resolve problems, customer complaints and other issues in a positive manner
- Works with school and enrollment staff to coordinate the distribution and collection of the Federal Impact Aid Survey. Scans documents and reviews data for errors or discrepancies and resolves the data issues in preparation for the grant application
- Manages enrollment software. Maintains current New Student Registration, Choice and Information Update forms. Works with various other departments to update forms for subsequent years. Assists and trains users in system related questions, operations and problems
- Prepares user training materials and documentation and assists with training of school staff assistants and registrars on enrollment procedures and practices
- Directs inquiries to appropriate District experts as needed
- Reviews application training materials and suggest modification where applicable
- Provides telephone support to and interacts directly with school administrative staff to help when enrollment support is needed
- Serves on various district committees
- Compiles, examines and prepares confidential information/legal documentation
- Provides technical assistance to school personnel and administrative staff regarding student data collection and data validation as requested
- Maintains files according to established procedures
- Maintains and updates content and permissions for websites and SharePoint sites
- Recruits summer staff and coordinates responsibilities for 5 to 6 temporary staff during summer enrollment
- Queries data from the student information system, analyzes the data for

accuracy, and uses the data to create published reports

- Serves as office expert on Remark software and scanner for scanning paper-based surveys

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
- Ability to work with confidential information
- Ability to operate standard database, spreadsheet and word processing software as it becomes available
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to operate keyboard devices at a moderate speed; ability to use e-mail
- Foster and manage changes and actively promote growth of the organization
- Work independently at a consistently high level of performance
- Work with and process extremely confidential information
- Self-starter who follows through until task or project is completed
- High Level of customer service and knowledge of Enrollment procedures in order to answer questions from parents, school staff and outside agencies (e.g. Department of Human Services)
- Knowledge of FERPA Laws
- Knowledge of and ability to use Board of Education policies, procedures and regulations
- Demonstrated skills in organization, customer service, conflict management, oral and written communication skills

**QUALIFICATIONS**

- High School diploma or equivalent
- Minimum three years clerical/secretarial /bookkeeping/account experience and maintenance
- Knowledge of computers, software programs, database and spreadsheets
- May include: Coursework in office practices/ vocational courses
- CPR/First Aid Certification

THESE POSITIONS MAY INCLUDE THE FOLLOWING

- Organize and direct office services and secretarial procedures in a school or executive office setting
- Train, supervise, oversee, assign or coordinate the production of work projects by other clerical staff or departments
- Accurate and quick arithmetic calculations
- Resolution of discrepancies in accounts and payment problems with vendors; use of standard purchasing procedures
- Initiate appropriate actions in the absence of administrator; may act as liaison between supervisor and other areas
- Assist in screening and interviewing job applicants, recommend personnel actions and provide input to employee evaluations
- Coordinate in-service training with schools/departments
- Assist in formulation of policy

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Enrollment

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the

JOB TITLE

JOB DESCRIPTION

ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

**WORK DAYS**

260

## JOB TITLE

## JOB DESCRIPTION

Environmental Specialist (Certified)

## SUMMARY OF FUNCTION

Manages and investigates all environmental issues in the District. Develops and implements procedures designed to control and dispose of hazardous materials (including asbestos, PCBS, mercury, chemicals and other hazardous materials) in accordance with State, Federal and local regulations.

## ESSENTIAL JOB FUNCTIONS

- First response to all environmental emergencies
- Directs or performs prompt emergency repairs
- Analyzes problems, plans for safe repair, acquires necessary materials, and repairs problems
- Responds to emergency calls (24 hour on-call)
- Provides initial investigation into all environmental problems and issues
- Supervises and schedules all environmentally related projects, hazardous waste disposal, air monitoring, abatement, environmental and indoor air quality contractors
- Performs removal or encapsulation of and arranges for disposal of hazardous materials
- Develops specifications, plans and independent estimates for environmental projects
- Performs quality assurance functions for all environmental and abatement contracts
- Does a visual inspection of all completed abatements and reviews sample results for all environmental projects
- Inspects and evaluates district facilities for the presence of hazardous materials
- Takes material samples following inspects and evaluates district facilities for the presence of hazardous materials
- Takes material samples following AHERA/EPA procedures
- Updates and develops asbestos management plans per State regulations
- Performs 6-month and 3-year periodic inspections on all sites
- Enforces management plan including continued monitoring of changing conditions
- Maintains computer databases for hazardous material histories throughout the District
- Evaluates work orders to assess hazardous material involvement
- Researches, develops and designates handling procedures according to federal regulations
- Develops updates training and procedures manuals and provides training for District personnel
- Schedules and reviews medical screenings and training for involved personnel
- Issues respirators to all personnel as required
- Interfaces with State and local agencies on all environmental issues
- Meets with non-environmental contractors, other individuals, departments and organizations to address plans and procedures for working with hazardous materials
- Writes site-by-site environmental information sheets
- Coordinates and reviews inspections of underground storage tanks
- Attends construction coordination meetings
- Meets with personnel as needed to assign work, discuss general information, coordinates and conduct department business
- Cooperates with trades as a team member

## OTHER DUTIES

- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Extensive experience in plumbing, HVAC, grounds, electrical or similar type

work as it relates to construction

- Knowledge of asbestos containing construction materials
- Knowledge of handling, labeling and disposal of hazardous materials
- Knowledge of AHERA, State Reg., other state and EPA regulations for asbestos removal and handling
- Knowledge of state, federal, and local regulations pertaining to hazardous materials
- Ability to communicate effectively (both written and oral)
- Ability to read and understand contracts, construction drawings and specifications
- Ability to read and understand contracts, construction drawings and specifications
- Ability to work cooperatively with others
- Strong computer skills in both standard and unique software packages and basic knowledge of computer hardware
- Knowledge of indoor air quality issues
- Knowledge and experience in supervising the planning and layout of environmental projects
- Skill in using the tools, equipment and materials of the trade
- Ability to work independently

#### QUALIFICATIONS

- High school diploma or equivalent
- Valid Colorado driver's license with good driving record (yearly motor vehicle records will be reviewed)
- Certification in AHERA/EPA contractor supervisor training for asbestos abatement
- Certification as an AHERA/EPA building Inspector for asbestos abatement
- Certification as an AHERA/EPA asbestos management planner for asbestos abatement
- One year experience as an Environmental Specialist at the R04 grade – or equivalent
- Certification in EPA hazardous waste site workers/supervisor training
- Familiarity with NIOSH 582 air monitoring and sample analysis
- Familiarity with NIOSH respirator wear guidelines and issuing respirators to others

#### ORGANIZATIONAL RELATIONSHIPS

Reports to Construction Shop Supervisor.

#### WORKING CONDITIONS

- Works with and disposes of hazardous materials
- May be exposed to risk of physical injuries through performing duties with hand or trade tools
- Duties performed in uncomfortable positions or in tunnels and crawl spaces or on ladders
- Works in areas containing hazardous materials
- Exposed to various weather conditions
- Requires wearing of personal protective equipment including respirators
- 24-hour on-call emergency response

#### PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; cling stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and

JOB TITLE

JOB DESCRIPTION

hearing, and to detect odors.

FLSA STATUS  
Nonexempt

JOB TITLE

JOB DESCRIPTION

Environmental Specialist (Non-Certified)

SUMMARY OF FUNCTION

Manages and investigates all environmental issues in the District. Develops and implements procedures designed to control and dispose of hazardous materials (including asbestos, PCBS, mercury, chemicals and other hazardous materials) in accordance with State, Federal and local regulations.

ESSENTIAL JOB FUNCTIONS

- First response to all environmental emergencies
- Directs or performs prompt emergency repairs. Analyzes problems, plans for safe repair, acquires necessary materials, and repairs problems. Responds to emergency calls (24 hour on-call)
- Provides initial investigation into all environmental problems and issues
- Supervises and schedules all environmentally related projects, hazardous waste disposal, air monitoring, abatement, environmental and indoor air quality contractors
- Performs removal or encapsulation of and arranges for disposal of hazardous materials
- Develops specifications, plans and independent estimates for environmental projects
- Performs quality assurance functions for all environmental and abatement contracts
- Does a visual inspection of all completed abatements and reviews sample results for all environmental projects
- Inspects and evaluates district facilities for the presence of hazardous materials
- Takes material samples following inspects and evaluates district facilities for the presence of hazardous materials
- Takes material samples following AHERA/EPA procedures
- Updates and develops asbestos management plans per State regulations
- Performs 6-month and 3-year periodic inspections on all sites
- Enforces management plan including continued monitoring of changing conditions
- Maintains computer databases for hazardous material histories throughout the District
- Evaluates work orders to assess hazardous material involvement
- Researches, develops and designates handling procedures according to federal regulations
- Develops updates training and procedures manuals and provides training for District personnel
- Schedules and reviews medical screenings and training for involved personnel
- Issues respirators to all personnel as required
- Interfaces with State and local agencies on all environmental issues
- Meets with non-environmental contractors, other individuals, departments and organizations to address plans and procedures for working with hazardous materials
- Writes site-by-site environmental information sheets
- Coordinates and reviews inspections of underground storage tanks
- Attends construction coordination meetings
- Meets with personnel as needed to assign work, discuss general information, coordinates and conduct department business
- Cooperates with trades as a team member

OTHER DUTIES

- Performs related duties as assigned.

KNOWLEDGE, ABILITIES AND SKILLS

- Extensive experience in plumbing, HVAC, grounds, electrical or similar type work as it relates to construction

JOB TITLE

JOB DESCRIPTION

- Knowledge of asbestos containing construction materials
- Knowledge of handling, labeling and disposal of hazardous materials
- Knowledge of AHERA, State Reg., other state and EPA regulations for asbestos removal and handling
- Knowledge of state, federal, and local regulations pertaining to hazardous materials
- Ability to communicate effectively (both written and oral)
- Ability to read and understand contracts, construction drawings and specifications
- Ability to read and understand contracts, construction drawings and specifications
- Ability to work cooperatively with others
- Strong computer skills in both standard and unique software packages and basic knowledge of computer hardware
- Knowledge of indoor air quality issues
- Knowledge and experience in supervising the planning and layout of environmental projects
- Skill in using the tools, equipment and materials of the trade
- Ability to work independently

QUALIFICATIONS

- High school diploma or equivalent
- Valid Colorado driver's license with good driving record (yearly motor vehicle records will be reviewed)
- Some familiarity with AHERA/EPA regulations regarding asbestos abatement
- Ability to become certified in various aspects of hazardous materials management
- Certification in AHERA/EPA contractor supervisor training for asbestos abatement
- Familiarity with NIOSH 582 air monitoring and sample analysis
- Familiarity with NIOSH respirator wear guidelines and issuing respirators to others

ORGANIZATIONAL RELATIONSHIPS

- Reports to Construction Shop Supervisor

WORKING CONDITIONS

- Works with and disposes of hazardous materials
- May be exposed to risk of physical injuries through performing duties with hand or trade tools
- Duties performed in uncomfortable positions or in tunnels and craw spaces or on ladders
- Works in areas containing hazardous materials
- Exposed to various weather conditions
- Requires wearing of personal protective equipment including respirators
- 24-hour on-call emergency response

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; cling stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Environmental/Life Safety/Supv

## SUMMARY OF FUNCTION

Manages and investigates all environmental issues in the District. Manages daily activities of the Environmental Life Safety Assistant. Primary contact with local and state fire marshal's office regarding fire and chemical code compliance. Main point of contact for schools/sites pertaining to fire code compliance. Establishes and implements in-house fire code inspections. Oversees contracted fire and life safety projects, as related to code compliancy, and annual maintenance inspections. Develops and implements procedures designed to control and dispose of hazardous materials (including asbestos, PCBS, mercury, chemicals, radon gas, lead based paint and other hazardous materials) in accordance with State, Federal and local regulations. Point of contact for the state and federal agencies concerning underground fuel storage tanks.

## ESSENTIAL JOB FUNCTIONS

- First response to all environmental emergencies
- Directs or performs prompt emergency repairs
- Analyzes problems, plans for safe repair, acquires necessary materials, and repairs problems
- Responds to emergency calls (24 hour on-call)
- Provides initial investigation into all environmental problems and issues
- Supervises and directs daily activities of the Environmental Life Safety Assistant
- Coordinates and escorts fire department inspectors through all district owned facilities
- Supervises and schedules all environmentally related projects, hazardous waste disposal, air monitoring, abatement, environmental and indoor air quality contractors
- Performs removal or encapsulation of contaminated materials and arranges for disposal of hazardous materials
- Develops specifications, plans and independent estimates for environmental projects
- Performs quality assurance functions for all environmental and abatement contracts
- Does a visual inspection of all completed abatements and reviews sample results for all environmental projects
- Inspects and evaluates district facilities for the presence of hazardous materials
- Takes material samples following inspects and evaluates district facilities for the presence of hazardous materials
- Takes material samples following AHERA/EPA procedures
- Updates and develops asbestos management plans per State regulations
- Performs 6-month and 3-year periodic ACM inspections on all sites
- Enforces management plan including continued monitoring of changing conditions
- Maintains computer databases for hazardous material histories throughout the District
- Evaluates work orders to assess hazardous material involvement
- Researches, develops and designates handling procedures according to federal regulations
- Develops/updates training and procedure manuals and provides training for District personnel
- Schedules and reviews medical screenings and training for involved personnel
- Issues respirators to all personnel as required
- Interfaces with State and local agencies on all environmental issues
- Meets with non-environmental contractors, other individuals, departments and organizations to address plans and procedures for working with hazardous materials

- Writes site-by-site environmental information sheets
- Coordinates and inspects underground fuel storage tanks
- Provides documentation to state agency for tank/site certification annually
- Attends construction coordination meetings
- Meets with personnel as needed to assign work, discuss general information, coordinates and conduct department business
- Cooperates with trades as a team member
- Performs state/EPA radon gas testing as needed
- Performs monthly radon mitigation system preventive maintenance inspections
- Manages, inspects and coordinates lead based paint testing and removal based on EPA and state regulations
- Evaluates work orders to assess hazardous material involvement.
- Researches, develops and designates handling procedures according to Federal regulations
- Interfaces with State and local agencies on all environmental issues
- Meets with non-environmental contractors, other individuals, departments, and organizations to address plans and procedures for working with hazardous materials
- Writes site-by-site environmental information sheets
- Attends construction coordination meetings
- Meets with personnel as needed to assign work, discuss general information, coordinates, and conducts department business
- Cooperates with trades as a team member

#### OTHER DUTIES

Performs related duties as assigned

#### KNOWLEDGES, ABILITIES AND SKILLS

Extensive experience in plumbing, HVAC, grounds, electrical or similar type work as it relates to construction

Knowledge of asbestos containing construction materials

Knowledge of handling, labeling and disposal of hazardous materials

Knowledge of AHERA, State Reg., other state and EPA regulations for asbestos removal and handling

Knowledge of state, federal, and local regulations pertaining to hazardous materials

Knowledge of EPA/state Radon Gas regulations as it pertains to schools

Knowledge of International Fire Code and NFPA standards as it relates to educational occupancies

Knowledge of EPA/state regulations concerning lead based paint

Ability to communicate effectively (both written and oral)

Ability to read and understand contracts, construction drawings and specifications

Ability to work cooperatively with others

Strong computer skills in both standard and unique software packages and basic knowledge of computer hardware

Knowledge of indoor air quality issues

Knowledge and experience in supervising the planning and layout of environmental projects

Skills in using the tools, equipment and materials of the trade

Ability to work independently

#### QUALIFICATIONS

High school diploma or equivalent.

Valid Colorado driver's license with good driving record

One year experience as an Environmental Specialist at the R04 grade or equivalent

JOB TITLE

JOB DESCRIPTION

Certification in AHERA/EPA contractor supervisor training for asbestos abatement  
Certification as an AHERA/EPA building Inspector for asbestos abatement

PREFERRED QUALIFICATIONS

Certification in EPA hazardous waste site workers/supervisor training  
Familiarity with NIOSH 582 air monitoring and sample analysis  
Familiarity with NIOSH respirator wear guidelines and issuing respirators to others  
Certification as an AHERA/EPA asbestos management planner for asbestos abatement  
Certification as an EPA RRP for lead based paint  
Certification as a State of Colorado underground storage tank A/B operator

ORGANIZATIONAL RELATIONSHIPS

Reports to Chief Mechanical Systems Manager

WORKING CONDITIONS

Works with and disposes of hazardous materials  
May be exposed to risk of physical injuries through performing duties with hand or trade tools  
Duties performed in uncomfortable positions; in tunnels, crawl spaces, on ladders  
Works in areas containing hazardous materials  
Exposed to various weather conditions  
Requires wearing of personal protective equipment including respirators  
24-hour on-call emergency response

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; cling to stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

## Evaluation Specialist

## Summary of Functions

Researches, designs, and implements procedures to study individual school and district-wide instructional programs and projects (including evaluation plan design, data collection, instrument development, quantitative and qualitative analyses of data, data interpretation and reporting); consults with and provides assistance to schools and central office administrators regarding evaluation activities; provides accountability and accreditation data assistance to schools and performs related duties as required or assigned.

## Essential Job Functions

- Plans, designs, and manages evaluations for new and ongoing educational programs and intervention evaluations at the school and district under the direction of the Director of Research
- Clarifies program goals, creates questionnaires, designs data collection and analysis procedures, analyzes data and provides written and oral reports to the Board of Education and other staff as appropriate
- Designs and field-tests surveys, questionnaires, interviews, and other instruments which utilize a variety of data collection techniques
- Facilitates focus groups and conducts interviews to gather data from community and other groups for district-level decision-making
- Provides technical assistance for committees, task forces and advisory groups, as needed; performs appropriate qualitative and quantitative analyses of division and cohort data
- Provides technical assistance to school, cluster, and central office administrators in survey development, statistical analysis, needs assessments, and research and evaluation design
- Conducts literature reviews and other background studies in support of instructional program research and evaluation
- Uses databases, spreadsheets, and advanced statistical software for data management and analyses
- Uses a variety of presentation software to prepare written reports, analyses, and statistical documents for a variety of audiences
- Provides support with the evaluation component on major grant projects and to D11 staff
- Participates in district committees to fulfill evaluation needs of various projects and initiatives, anticipating evaluation data needs and preplanning evaluation cycles
- Works collaboratively with consultants hired to help with evaluation projects
- Makes staff development presentations to other District 11 staff, as required
- Prepares written and oral reports, analyses, and statistical documents; and may take the lead role in team, project or program activities
- Provides assistance in communicating findings to various stakeholder groups
- Performs administrative duties such as facilities/equipment planning, establishing procedures, responding to general information requests and maintaining professional relationships
- Maintains strict confidentiality standards

## Knowledge, Abilities and Skills

- Ability to perform sound evaluation processes, including use of questionnaires and focus groups, and take or recommend appropriate actions regarding such matters
- Ability to perform quantitative data analysis
- Ability to use MS Word, Access and Excel
- Ability to implement advanced statistical methodology and use statistical and qualitative analysis software
- Ability to communicate effectively: written and oral, including communication of technical information
- Ability to conduct focused interviews and focus groups

JOB TITLE

JOB DESCRIPTION

- Ability to keep abreast of developments in the field
- Knowledge of the District’s mission, organization, instructional goals, and curriculum practices
- Ability to support the school district’s philosophy and objectives and conduct self in a professional manner consistent with district policies and procedures
- Ability to establish and maintain cooperative and collaborative relationships with other school personnel and administrators
- Strong consultation skills for collecting information from with parents, teachers, campus administrators and students
- Ability to approach problem solving tactfully with directness and integrity
- Ability to respond to suggestions for improvement in a positive manner
- Seeks professional growth through continuing education and staff development
- Ability to prioritize tasks and projects in an expedient, efficient manner
- Ability to work as a team member and with peers, teachers, campus personnel and principals

Qualifications

- Masters degree (or comparable mix of education and experience) in educational evaluation, educational research, social sciences or related field
- Advanced coursework in research or evaluation methods, both qualitative and quantitative is preferred
- A minimum of 2 years of experience in evaluation in educational, human services or non-profit settings
- Teaching or training experience

Organizational Relationships

Reports to the Director of Research. May supervise lower-graded employees, as assigned. May provide guidance and assistance to full-, part-time, and/or hourly employees, as required.

WORKING CONDITIONS

The work is performed in a typical office environment with occasional school site responsibilities.

PHYSICAL DEMANDS

The work is generally sedentary with some extended periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift or carry up to 35 pounds; climb stairs; bend; reach; grasp; and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

JOB TITLE

JOB DESCRIPTION

Ex Dir of Stud Achievement & School Accountability

SUMMARY OF FUNCTION

Responsible for student achievement and accountability – Strong instructional leader -- Directs, supervises and evaluates the performance of K-12 principals. Coach, monitor, assist, and evaluate principals in accomplishing school goals. Build instructional leadership capacity, select research-based core in instructional programs, compile, analyze and use data. Provide vertical articulation to K-12 schools.

ESSENTIAL JOB FUNCTIONS

- Directs and supports principals and staff in increasing student achievement
- Directs and supports principals and staff in the areas of instructional improvement, curriculum development and related activities
- Assists in directing the planning, development, implementation and support of instructional and curriculum programs at elementary and secondary levels
- Collaborates with principals in managing instructional and curriculum programs
- Coordinates efforts to determine instructional needs and provide programs and activities in response
- Provides information regarding instructional programs and policies to school personnel, parents and general public
- Convenes district committees for study and review of selected curriculum and instruction topics
- Assists in preparing budget proposals for selecting effective instructional strategies, textbooks, supplies/ materials and professional development activities
- Provides leadership in selecting and implementing research-based interventions that produce significant increases in student achievement
- Coordinates the delivery of professional development opportunities to school and district staff
- Acts as resource to the district and community on curriculum and instruction issues

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of educational pedagogy as applied to the development and implementation of elementary and secondary instructional programs
- Ability to provide leadership to the District in instructional programs
- Ability to plan and direct instruction program development and implementation for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively and collaboratively with others
- Ability to work as a cohesive team with executive directors, deputy superintendent for instruction and others

QUALIFICATIONS

- Master's degree in education
- Three years of experience as building or central administrator
- Appropriate State Certification

ORGANIZATIONAL RELATIONSHIPS

Reports to Deputy Superintendent Operations and Instruction. Supervises assigned staff.

WORKING CONDITIONS

The work is performed in a typical office environment.

**JOB TITLE****JOB DESCRIPTION****PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Exec Dir - Educ Data &amp; Support Svcs

**SUMMARY OF FUNCTION**

This position requires a professional to supervise all facets of the District's assessment, enrollment and research functions including a team of professionals and support staff. Responsible to coordinate these functions with district leadership including principals, their supervisors, as well as assistant and deputy superintendents. Regular consults and informs the superintendent on related matters.

**ESSENTIAL JOB FUNCTIONS**

- Serve as a superintendent's cabinet member. Function as key advisor, data analyzer and information agent.
- Regularly present information to the Board of Education at televised meetings, as well as with written reports.
- Revise and maintain websites, produce and distribute written reports.
- Routinely review, interpret and apply legal requirements and regulations associated with:
  - Colorado Measures of Academic Success Assessment Program
  - Enrollment of students into the district
  - Federal Educational Right to Privacy Act
  - Colorado Revised Statutes associated with student rights and local educational agency responsibilities.
  - Maintain positive internal working relationships through formal and informal networks including service on committees.
- Serve as district's primary contact for policy on research. This responsibility requires review or delegation of review and follow-up monitoring of research requests from internal and external constituents for the purpose of approval, modification or disapproval.
- Prepare reports requiring interpretation and application of statistical analyses of student achievement data for district leaders, school leaders, parents and community members.
- Develop and maintain cooperative, interactive social science K12 and higher education community partnerships.
- Maintain regular communication with Colorado Department of Education and other Districts' assessment, enrollment and research staff to assure the district remains regularly informed and high functioning on related matters.

**OTHER DUTIES**

Performs other duties as assigned.

**KNOWLEDGES, ABILITIES AND SKILLS****Required Skills**

- Excellent organizational and time management skills
- Excellent communication, decision-making, and troubleshooting skills.
- Experience providing training on data and related systems.
- Experience in interpreting data to assist decision makers.
- Proficient with use of MicroSoft Office Suite.
- Excellent working knowledge of database management tools.
- Adept at data manipulation and report writing.
- Able to prepare presentations for varied audiences on short notice
- Proficient in retrieving, managing and displaying data using personal computers.
- Excellent data analysis skills (report writing, graphical presentations, etc.).
- Skilled with use of statistical procedures.
- Familiar with scanners, test writing and scoring software.

**Desired Skills**

- Experience with large-scale assessment program.
- Familiar with statistical software such as SPSS or SAS.
- Experience with relational databases.
- Project Management and Planning Experience
- Successful Budget Management Experience

JOB TITLE

JOB DESCRIPTION

**QUALIFICATIONS**

- Master's degree (Doctorate preferred) with minimum of five years experience in education (K-12 preferred).
- Graduate-level course work in measurement and quantitative methods or evidence of equivalent work experience.
- Supervisory experience including responsibilities for hiring, supervision and progressive discipline.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Assistant Superintendent of Technology Services.

**OTHER DUTIES**

Performs related work as required.

**WORKING CONDITIONS**

Most work is performed in a typical office environment. Some work is performed in a warehouse environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 30 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. Must be willing and able to learn to operate a forklift. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Executive Assistant for the Office of Engagement

SUMMARY OF FUNCTION:

Provides administrative and technical support to ensure the efficient and effective operation of the Engagement Office.

ESSENTIAL JOB FUNCTIONS:

- Works on specialized administrative projects and requests to support the work of the Engagement Office.
- Supports the Engagement team with disseminating communications through email, mass communication systems, and social media.
- Aids with the communication to press agencies, e.g., sending out flash alert messages or press releases.
- Coordinates materials preparation for informational presentations.
- Prepares, drafts, edits, and finalizes supplemental informational materials in support of an Engagement project.
- Examines and monitors bills, documents, and processes as needed.
- Maintains schedules and administratively supports the mission of the department.
- Maintains files in accordance with established procedures.
- Fills in for the front desk receptionist to support the switchboard in their absence.
- Responds and attempts to resolve problems, customer complaints, and other issues in a positive and timely manner.
- Responds to unexpected and emergency situations professionally and directs them to the appropriate leader.

KNOWLEDGE, ABILITIES, AND SKILLS

- Ability to work independently at a consistently high level of performance.
- Ability to work with and process confidential information.
- Ability to multi-task and prioritize projects to see work to completion in a timely manner.
- Must be a self-motivator who follows through until the task or project is completed.
- Ability to work cooperatively with others as part of a team.
- Demonstrate skills in organization, customer service, and conflict management.
- Demonstrate effective oral and written communication skills.
- Produce, edit, and distribute information through the MS Office Suite, email, and communication platforms.
- Ability to foster and manage changes to actively promote the growth of the organization.
- Possess a professional manner and appearance.
- A willingness to learn.

QUALIFICATIONS

- High School Diploma or equivalent plus additional relevant coursework.
- Five years minimum experience as an administrative assistant.
- Proficient in MS Office Suite.

ORGANIZATIONAL RELATIONSHIPS

Reports to the Executive Director of Engagement.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use

JOB TITLE

JOB DESCRIPTION

fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FSLA STATUS

Nonexempt

Work Year

207

Executive Assistant to a Senior Cabinet Member

### **SUMMARY OF FUNCTION**

Provides administrative support and project coordination to the Deputy Superintendent that ensures successful operation of District programs. This role requires excellent communication skills, a high level of discretion, and the ability to manage multiple tasks seamlessly. The executive assistant serves on a team focused on ensuring District goals are met.

### **ESSENTIAL JOB FUNCTIONS**

- Works daily with the Deputy Superintendent on required tasks
- Acts as the liaison between the District and various Board of Education Committees
- Serves as a model for customer service
- Prepares and edits correspondence, communications, presentations, and other documents
- Works on specialized administrative projects and requests
- Completes required department budget tasks
- Plan and coordinate events, conferences, and off-site meetings
- Manages complex calendars, coordinates travel arrangements, and ensures timely preparation for all meetings and commitments
- Responds to unexpected and emergency situations professionally and proactively solves problems.
- Maintains confidentiality and exercises discretion when handling sensitive information or high-level communications.
- Coordinates and organizes work streams with cross-functional teams
- Engages in continuous professional development and supports departmental efforts to improve efficiency and service

### **KNOWLEDGES, ABILITIES AND SKILLS**

- Work independently at a consistently high level of performance
- Engage in continuous professional development and supports departmental efforts to improve efficiency and service
- Self-starter who follows through until task or project is completed
- Familiarity with office software and communication tools (e.g., Microsoft Office Suite, Google Workspace, etc).
- Ability to multitask and prioritize in a fast-paced environment
- Foster and manage changes and actively promote growth of the organization
- Possess a professional manner and appearance
- Demonstrated skills in organization, customer service, conflict management, oral and written communication skills
- Ability to work cooperatively with others, individually and in teams
- Knowledge of and ability to use Board of Education policies, procedures and regulations
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### **QUALIFICATIONS**

- High School diploma or equivalent plus additional relevant course work
  - Five years minimum experience as executive level secretary
- Proficiency in MS Office Suite, especially EXCEL, PowerPoint, and Word

### **ORGANIZATIONAL RELATIONSHIPS**

Reports to the executive responsible for department.

### **WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards.

**FLSA STATUS**

Nonexempt

**CONTRACT DAYS**

260

Executive Director for Special Programs

**SUMMARY OF FUNCTION**

Researches, plans, develops and writes proposals/applications for federal, state and locally funded projects. Monitors fiscal and instructional administration relative to the implementation of funded projects housed in District Eleven. Serves as resource person to district staff regarding Federal/State assistance programs. Directs, supervises and evaluates facilitators of Gifted and Talented programs, Title I, English as a Second Language, Grants, and Preschool.

**ESSENTIAL JOB FUNCTIONS**

- Has global knowledge and vision of Grants, English as a Second Language (ESL), Title 1, Gifted and Talented, and Preschool Programs
- Directs all appropriate local/state/federal funded program activities. Develops, publishes, and updates procedures for effective operation
- Assigns special project staff responsibilities
- Insures special project office coordination with other district programs
- Establishes and maintains fiscal record keeping systems for all projects
- Insures accounting office charges are monitored and resolved and instructs accounting office regarding budgetary accounts and final fiscal reports to funding agencies
- Represents district at official meetings of state/federal programs
- Ensures that eligible non-public schools are afforded project opportunities
- Assumes responsibility as the authorized representative for the District
- Plans for program management and oversees annual planning
- Establishes internal deadlines for application submission and reports
- Reviews and approves applications and funding sources
- Coordinates projects and advises appropriate district personnel
- Ensures compliance with state/federal laws and regulations
- Maintains knowledge of legal and regulatory changes
- Establishes and maintains record management procedures
- Reviews and approves annual fund allocations and budgets
- Negotiates budgets with program officials
- Coordinates cost factors, receipts and budget administration with accounting
- Oversees policy administration
- Reviews applicable laws, regulations and guidelines governing externally funded programs
- Develops, publishes, interprets, and updates policies needed for effective planning, operation and administration
- Monitors legal compliance of parent involvement activities
- Provides technical assistance to parents and community organizations
- Distributes project information
- Plans and conducts informational meetings
- Schedules and publicizes required hearings
- Supervises and evaluates staff
- Directs and oversees work assigned to staff.

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of grant funded programs and their requirements
- Knowledge of English as a Second Language, Title I, Gifted and Talented, and Colorado Preschool Programs
- Knowledge of federal and state compliance issues related to above
- Knowledge of program administrative procedures including program planning, implementation, monitoring and evaluation
- Ability to plan, organize, write, and direct grant (Formula and competitive grants) funded programs for the District

JOB TITLE

JOB DESCRIPTION

- Ability to supervise the work of professional, technical and support staff
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field
- Ability to use technology
- Ability to facilitate grant writing
- Knowledge of accounting procedures

QUALIFICATIONS

- Ph.D. or Ed.D. in Education, Administration, or Business preferred
- Five years of administrative experience
- Experience with state or federally funded programs preferred
- Experience with grant writing, English as a Second Language, Gifted and Talented preferred
- Colorado Administrator Licensure or eligibility preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to Deputy Superintendent, Division of School Operations and Instruction.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Executive Director of Budget &amp; Planning

**SUMMARY OF FUNCTION**

Responsible to the Chief Financial Officer for the budget, planning, pupil accounting, boundaries and summer registration activities of the District. Administrative support to a community-based, goal driven budget development processes, including the District Advisory Accountability Committee (DAAC) Budget Committee.

**ESSENTIAL JOB FUNCTIONS**

- Develops budget calendar, budget development guidelines, budget training and budget monitoring control, reporting systems, and procedures for adoption of the budget
- Supervises the pupil accounting office, including the preparation of pupil count certifications and projections, and coordination for demographic review and study of shifting student population
- Assists administrative staff in the development, monitoring, control and reporting of budget and resource utilization
- Prepares all Board agenda items related to budget activities and makes presentations to the Board of Education and other external and internal groups
- Prepares or assists in the preparation of budget requests, project or program proposals and spending and revenue projections
- Arranges for and supervises the preparation, publication and distribution of budget documents
- Assists in the execution of the adopted budget, including recommendation of administrative controls where required
- Responsible to develop policy recommendations regarding budget and planning issues
- Develops recommendations for improving the financial and business management within the District, including budget development methods, format and presentation
- Works with community and/or staff groups in interpreting, analyzing and projecting the needs, costs and revenues of the District by providing program and financial data through personal appearance and participation as appropriate
- Coordinates, processes and controls transfer of budget within the constraints of policy and administrative regulations
- Coordinates the preparation of and presentation of analyses required for understanding of the budget proposal and fiscal environment by the Board, staff, community, contract negotiations and meet and confer teams
- Monitors and remains familiar with Colorado School Finance laws, regulations, legislative proposals and governmental accounting practices
- Assists with charter school administration from a pupil count, budget and funding perspective
- Coordinates the development of, and monitors and reports on, revenue and expenditures for charter schools and all funds in the District's financial reporting model, including the timely submission of budget proposals in accordance with the budget calendar
- Establishes and maintains effective communications with District Eleven staff, other local governments and community groups and organizations
- Develops finance modules to support long-range planning efforts
- Maintains a 3 to 5 year budget forecast at all times
- Maintains quality and accurate information about areas of responsibility on the District's web site
- Assists in the preparation of the CAFR's management discussion and analysis in accordance with the GSAB 34 financial reporting mode
- Ensures that effective position control methods are used in conjunction with the development and administration of the budget
- Provides necessary training for budget development and pupil accounting

JOB TITLE

JOB DESCRIPTION

activities and functions

- Annually submits the budget for the Distinguished Budget Award
- Annually prepares a ‘popular budget’ for distribution to the community for the purpose of communication and education
- Proactively addresses budgetary variances in a timely manner

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Mastery of budgeting and accounting principles and practices as applied to public school finance and budgeting
- Knowledge of state laws, rules and regulations governing budgetary and related aspects of Colorado school administration
- Ability to direct the budget development and administration program of the District
- Ability to supervise professional, technical and support staff
- Ability to perform sound budgetary analysis and take or recommend appropriate actions regarding budgetary matters
- Ability to use accounting and budgeting software, and standard database, spreadsheet and word-processing software effectively
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

QUALIFICATIONS

- Master's degree in business administration or CPA; both preferred
- Five years’ experience in government budget or school finance in a senior staff role

ORGANIZATIONAL RELATIONSHIPS

Reports to Deputy Superintendent/Chief Financial Officer. Supervises staff of the Budget and Pupil Accounting offices.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Executive Director of Curriculum & Instruction

### **SUMMARY OF FUNCTION**

Directs, supervises and evaluates the performance of Instructional Areas, Vocational/Industrial Education, and Staff Development.

### **ESSENTIAL JOB FUNCTIONS**

- Directs and supports staff in the areas of instructional improvement, curriculum development and related activities
- Assists in directing the planning, development, implementation and support of instructional and curriculum programs at elementary and secondary levels
- Consults with and provides direction for Instructional Specialists and Directors
- Collaborates with principals in managing instructional and curriculum programs
- Coordinates efforts to determine instructional needs and provide programs and activities in response
- Provides information regarding instructional programs and policies to school personnel, parents and general public
- Convenes district committees for study and review of selected curriculum and instruction topics
- Assists in preparing budget proposals for textbooks, supplies and materials and staff development activities
- Coordinates the delivery of media services for district schools
- Coordinates the delivery of staff development services for District staff
- Acts as resource to the district and community on curriculum and instruction issues

### **OTHER DUTIES**

- Performs related duties as assigned

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of educational pedagogy as applied to the development and implementation of elementary and secondary instructional programs
- Ability to provide leadership to the District in instructional programs
- Ability to plan and direct instruction program development and implementation for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

### **QUALIFICATIONS**

- Master's degree in education
- Three years of experience as building or central administrator
- Appropriate State Certification

### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Chief Academic Officer. Supervises assigned staff.

### **WORKING CONDITIONS**

The work is performed in a typical office environment.

### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

### **FLSA STATUS**

JOB TITLE

JOB DESCRIPTION

Exempt

**WORK YEAR**

260 Days

Executive Director of Engagement

**SUMMARY OF FUNCTION**

D11 is seeking a visionary, dynamic, and results-oriented leader to spearhead our organization's engagement strategy. The Executive Director of Engagement (EDE) will be responsible for developing and executing a comprehensive communication and community engagement strategy that cultivates deeper relationships with stakeholders, strengthens our brand reputation, and fosters two-way dialogue. The EDE will supervise, build, and empower a team of professionals across Communications, Family Engagement, Community Partnerships, Marketing, Video & Content Production, and Website & Information Management. The EDE is the district's lead administrator for engagement and responsive communication.

**ESSENTIAL JOB FUNCTIONS**

The following statements of essential functions and responsibilities describe the general nature and level of work being performed by the individual assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- **Craft & Execute:** A comprehensive community engagement strategy leveraging diverse channels to engage target audiences and elevate the organization's mission.
- **Forge & Cultivate:** Strong partnerships with diverse communities across the district as well as the city, amplifying reach and impact and augmenting opportunities for our schools.
- **Drive Awareness & Growth:** Oversee marketing campaigns that elevate awareness, attract new supporters, and achieve key organizational goals.
- **Compelling Narratives:** Lead the creation of high-quality content production that engages audiences, tells impactful stories, and supports engagement objectives.
- **User-Centric & Accessible:** Ensure the website and information sources are user-friendly, accurate, and effectively reflect the organization's brand. Analyze the efficacy of communication channels and develop key metrics to report progress and investment of resources.

**Empowering & Inspiring:**

- **Lead & Mentor:** Provide clear direction, mentorship, and performance management for a talented communication and engagement team.
- **Foster Collaboration:** Cultivate a collaborative and high-performing team environment, encouraging creativity and innovation.
- **Promote Growth:** Invest in team development opportunities, ensuring continual growth and skill-building within the team.

**Building Trust & Transparency:**

- **Proactive & Responsive:** Proactively monitor and address reputational concerns, building trust and transparency with stakeholders.
- **Measurable Impact:** Track and analyze engagement metrics to demonstrate the impact of communication efforts and inform future strategies.

**Leadership & Collaboration**

- Serve as a key advisor to the Cabinet and the Superintendent.
- Represent communications function on the Superintendent's team.
- Provide consultative and advisory services to district leaders and teams.
- Provide feedback and direction to the board's strategic objectives in support of the district's strategic priorities.
- Provide input to District leadership regarding engagement with stakeholders.
- Maintain an understanding of evolving topics and regulations in Family, School Community Engagement and Communications to ensure compliance

and alignment with district goals, resulting in positive employee well-being.

**Other**

- Manage budgets, staff, and operational resources to maximize engagement's responsiveness.
- Perform other duties as assigned and/or those described in Board Policy, as may be amended from time to time.

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Strategic communication principles and best practices
- Family and Community engagement strategies and approaches
- Data analysis and measurement techniques for communication
- Relevant laws and regulations regarding communication and partnerships
- Knowledge of District goals and priorities
- Communication: Writing, editing, public speaking, storytelling, active listening
- Leadership: Team management, mentorship, coaching, time management, delegation
- Project Management: Planning, budgeting, execution, evaluation
- Technology: Content management systems, social media platforms, analytics tools
- Analysis & Evaluation: Data analysis, interpretation, reporting
- Strategic thinking: Developing and implementing comprehensive communication strategies
- Creative thinking: Generating innovative content and engagement campaigns
- Critical thinking: Analyzing data, identifying trends, drawing conclusions
- Decision-making: Making informed choices based on data and analysis
- Building trust & transparency: Communicating openly and honestly with stakeholders

Supervises 4-6 employees. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees and addressing complaints and resolving problems.

**QUALIFICATIONS**

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

**Education & Training:**

- Bachelor's degree in Communications, Marketing, Public Relations, or a related field. Master's or higher degree preferred.
- 7+ years of experience in a leadership role within communication, marketing, or engagement functions.
- Proven track record of developing and executing successful communication strategies.
- Strong leadership and team management skills.
- Understanding of digital marketing and content creation best practices.
- Excellent relationship-building skills and ability to connect with diverse stakeholders.
- Passion for the organization's mission and a commitment to open communication.

**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire.

JOB TITLE

JOB DESCRIPTION

• Valid Colorado driver’s license required for hire.  
To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the D11 Superintendent. Supervises staff of the Department.

**WORKING CONDITIONS**

While performing the duties of this job, the employee will work primarily in a usual office or school environment. This job may be performed remotely in the event that students are unable to be physically present in school due to school or district decisions, external mandates or orders, or other school closures. Remote work is not otherwise considered a reasonable accommodation. While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute, and negotiate.

**PHYSICAL DEMANDS**

While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 25 pounds. The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Executive Director of Enterprise Operations

### **SUMMARY OF FUNCTION**

The Executive Director of Enterprise Operations is responsible for leading and expanding the district's operational and procurement functions, with an emphasis on managing an increasing volume of outsourced and contracted services. In addition to overseeing all procurement and contract-related activities, this position provides strategic leadership to the district's Information Technology (IT), Security, and Production departments. The role ensures alignment of enterprise operations with the district's mission, supports innovation, and enhances service delivery to schools and departments. This position serves as a critical advisor on enterprise functions, working cross-functionally to ensure systems are efficient, secure, and adaptable to meet the evolving needs of Colorado Springs School District 11.

### **ESSENTIAL JOB FUNCTIONS**

- Serve as Department Head for procurement, IT, security, and production operations; responsible for day-to-day leadership, long-range planning, and continuous improvement across all enterprise support functions.
- Supervise, evaluate, and support department leaders in Procurement, IT, Security, and Production to ensure excellence in service delivery, performance, and compliance.
- Lead initiatives to increase the district's capacity to manage outsourced and contracted services, with an emphasis on accountability, performance measurement, and cost-effectiveness.
- Develop, implement, and maintain district-wide policies and procedures for procurement, contracting, IT operations, and physical security systems to promote legal compliance, efficiency, and innovation.
- Manage competitive solicitation processes including Requests for Proposals (RFPs), Invitations for Bids (IFBs), and negotiations for services, consulting, and capital projects.
- Oversee and support IT systems planning, cybersecurity, infrastructure upgrades, data systems integration, and user support functions.
- Provide strategic oversight of the district's safety and security functions, including emergency planning, campus safety programs, access control systems, and coordination with law enforcement.
- Lead the Production department in meeting internal print and design needs while optimizing service models and technology use.
- Administer and evaluate charter school contracts including applications, renewals, compliance monitoring, and performance-based terms.
- Monitor trends in technology, procurement, and operations to guide informed decision-making and strategic investments.
- Serve as the district's lead on complex contracts including real estate transactions (easements, leases, acquisitions), facility partnerships, and shared service agreements.
- Ensure robust communication with internal departments, school leaders, and external partners to align operational services with educational goals.
- Present procurement, IT, and security-related matters to the Deputy Superintendent, Executive Cabinet, and Board of Education as needed.
- Serve as adjudicator for disputes related to procurement or vendor performance as outlined in district policy.

### **OTHER DUTIES**

- Performs other duties as assigned.

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Broad understanding of enterprise operations in a public-sector environment, including procurement, IT, physical security, and production functions.
- Knowledge of relevant federal, state, and local laws related to public

JOB TITLE

JOB DESCRIPTION

- procurement, data security, and operational risk management.
- Proven ability to lead diverse departments, manage senior-level staff, and foster collaborative cross-departmental relationships.
  - Skilled in contract negotiation, risk analysis, and vendor performance evaluation.
  - Advanced project management, budgeting, and analytical skills.
  - Strong understanding of IT system lifecycle management, cybersecurity protocols, and educational technology infrastructure.
  - Familiarity with physical safety and emergency management protocols in K–12 settings.
  - Excellent verbal and written communication skills; strong presentation and interpersonal abilities.
  - Proficient in Microsoft Office Suite, Google Workspace, and enterprise financial and procurement systems.
  - Demonstrated success in implementing innovative solutions and driving organizational change.

**QUALIFICATIONS**

- Bachelor’s degree in business administration, Information Technology, Public Administration, or related field required; Master’s degree preferred.
- Minimum of five (5) years of progressively responsible leadership experience in enterprise operations, with direct experience in at least two of the following: public procurement, IT, security, or production services.
- Professional certification in procurement, IT governance, or project management is preferred (e.g., CPPO, CPM, PMP, CISSP).
- Experience in public school districts or government agencies strongly preferred.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to and is evaluated by the Deputy Superintendent.
- Supervises directors or managers in the areas of Procurement, Information Technology, Security, Food Service, and Production.

**WORKING CONDITIONS**

- Work is performed primarily in an office environment with regular visits to school and facility sites as necessary for project oversight and department operations.

**PHYSICAL DEMANDS**

- Work is mostly sedentary, with periodic movement required for meetings, site visits, or inspections. Must be able to lift up to 20 pounds occasionally. The position requires the ability to speak clearly, hear normal conversation, and use normal or aided vision.

**FLSA STATUS**

Exempt (E14A)

**WORK YEAR**

260 days

Executive Director of FOTC

**SUMMARY OF FUNCTION**

Plans, directs, and oversees the operational and budgetary activities of the Facilities, Operations, and Transportation Department to include Facilities Maintenance, Custodial Service Support, Distribution Services, Energy Management, Capital Construction Program, Transportation, and Vehicle Maintenance. Coordinates assigned activities with other departments, offices, and outside organizations. Provides highly responsible and complex administrative support to the Deputy Superintendent for Business Services.

**ESSENTIAL JOB FUNCTIONS**

- Plans, directs, oversees, and participates in the development of Department work plans to include all construction projects, facilities services operations, and transportation activities. Assigns work activities to direct reports.
- Monitors work flow and work products, results, methods and procedures.
- Manages facilities maintenance, facilities planning, and capital investment programs. Includes the preparation and maintenance of the District's Capital Needs and Funding Plan.
- Develops, plans, and participates in the implementation of divisional goals, Initiates and recommends actions to accomplish these objectives. Actively participates in strategic planning and goals setting activities pertaining to the assigned areas of responsibility.
- Provides staff assistance to the Deputy Superintendent for Business Services, confers and advises professional staff regarding areas of responsibility and district-wide issues. Prepares and presents various reports and other necessary correspondence.
- Coordinates with the Procurement Department on the development of RFPs, review of bids, contracts and proposals for major facilities maintenance and repair projects, construction projects, for supplies and materials, and for transportation-related services.
- Reviews projects and contracts for compliance and takes appropriate actions to resolve discrepancies.
- Develops, implements and evaluates programs and strategies designed to create and maintain safe, functional, secure, clean and orderly facilities to ensure efficient and economical operation.
- Analyzes problems, trouble-shoots and identifies alternative solutions, projects consequences of proposed actions and implements recommendations in support of accomplishing desired results.
- Selects, trains, motivates, and evaluates personnel. Provides for or coordinates staff training and professional development; counsels with employees to correct deficiencies in performance; implements disciplinary actions if necessary.
- Oversees the Director/Manager of the District's Transportation Department and its assets and pupil transportation system. Ensures compliance with applicable laws, district policies and regulations.
- Oversees the development, implementation, and on-going activities of the District's energy management and sustainability program.
- Provides coordination and technical support for the District's custodial operations functions. Develops staffing, funding and staff development plans for custodial functions.
- Ensures District compliance with all applicable laws and building regulations.
- Oversees the District's hazardous material management and handling programs, including asbestos. Coordinates projects and establishes priorities as necessary with the District's Risk Management and Safety Office. Coordinates science chemical management with the District's Science facilitator.
- Performs supervisory and administrative tasks related to direct-report personnel. Assesses need for new/temporary positions. Selects or assists with selection of personnel. Evaluates and reviews performance of assigned personnel. Reviews decisions and recommendations pertaining to personnel

actions.

- Develops, maintains, manages and monitors various budgets and budget execution plans for the related functions and funds. Oversees the development and administration of facilities services and construction project budgets. Monitors and approves expenditures as necessary.
- Responds to requests for assistance, especially from building principals, concerning the resolution of facilities, operations or transportation issues affecting their operation. Reviews work with internal District customers to ascertain satisfaction with work performed.
- Develops and presents oral and written reports to the Superintendent and the Board of Education.
- Develops District policies and regulations pertaining to areas of responsibility.
- Coordinates Department activities with other departments, offices, and outside agencies.
- Coordinates the Facilities Advisory Committee on behalf of the District.
- Attends meetings related to the District's facilities as needed.

#### **OTHER DUTIES**

Performs related duties as assigned.

#### **KNOWLEDGE, ABILITIES, AND SKILLS**

Knowledge of the concepts, methods and techniques of facilities maintenance as applied to the requirements of the District

Ability to perform sound facilities maintenance analysis and take or recommend appropriate actions regarding such matters

Knowledge of effective techniques of managing facilities maintenance programs

Ability to plan, organize and direct a large scale facilities maintenance program

Ability to plan, organize and direct a large scale facilities major repair and modernization program.

Ability to supervise professional, technical and support staff

Ability to lead the work of teams, committees and work groups

Ability to communicate effectively

Ability to work cooperatively with others

#### **QUALIFICATIONS**

Bachelor's degree in architecture, engineering or construction management

Seven years of progressively responsible experience in the field of facilities management

#### **PREFERRED QUALIFICATIONS**

Master's degree in architecture, engineering or construction management.

5 years of Project Management experience to include Design Management and Construction Management experience.

5 years of Program Management experience, preferably in the government sector.

15 years of related, progressive experience.

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Deputy Superintendent Business Services. Supervises department staff.

#### **WORKING CONDITIONS**

The work is performed in a typical office environment and on job sites.

#### **PHYSICAL DEMANDS**

The work is partly sedentary with periods of moderate physical activity. Typical

JOB TITLE

JOB DESCRIPTION

positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Executive Director of Fiscal Services

**SUMMARY OF FUNCTION**

Oversees financial functions of the District including financial reporting, budgeting, position control, accounts payable, accounts receivable, internal audit, payroll and fixed assets.

**ESSENTIAL JOB FUNCTIONS**

- Supervises the Department of Fiscal Services (incl. Payroll) and Budget Department in its daily operations
- Manages accounting plans and procedures to include chart of accounts for District's fund accounting
- Coordinates the development of Comprehensive Annual Financial Reports (CAFR), including audit work paper preparation.
- Acts as liaison to Board's Audit Committee and external auditors as necessary
- Responsible for the District's cash management programs, including investments of District's funds in accordance with Board policy and state statutes
  
- Prepares the cash flow analyses (actual and budget), as required
- Reviews interim financial reports on a monthly & quarterly basis for submission to the Board of Education & other stakeholders
- Oversees the District Financial Transparency website in accordance with State statutes
  
- Prepares reconciliation of financial accounts as needed
- Assists departments/functions with accounts and balances
- Responsible for the District's financial records retention to include the system for efficient assimilation, reproduction and retention
- Prepares reports and monitors compliance with revenue and spending limitations and pledging requirements contained in Article X, Section 20 of the Colorado Constitution (Amendment 1) limitations and calculations affecting a variety of accounting and financial reporting applications
  
- Supervises reconciliation of the District's cash accounts, including balancing, reporting and administration
- Monitors internal controls and safeguarding of assets issues and makes recommendations for improvements to Deputy Superintendent/Chief Financial Officer
- Supervises internal audit and school financial training
- Develops, implements and maintains accounting/finance related policies and procedures
- Acts as a liaison to schools and departments regarding a wide variety of accounting and payroll matters and works to cooperatively provide a system of accountability and efficiency
- Responsible for CDE-3, CDE-18, CDE-40 and various other state mandated reports for timely submission to the Colorado Department of Education
- Develops budget calendar, budget development guidelines, budget training and budget monitoring control, reporting systems, and procedures for adoption of the budget
- Ensures that effective position control methods are used in conjunction with the development and administration of the budget
- Prepares all board agenda items related to budget activities and makes presentations to the Board of Education and other external and internal groups
- Prepares or assists in the preparation of budget requests, project, or program proposals and spending and revenue projections
- Arranges for and supervises the preparation, publication, and distribution of budget documents
- Responsible to develop policy recommendations regarding budget and planning issues

- Develops recommendations for improving the financial and business management within the District, including budget development methods, format, and presentation
- Coordinates, processes, and controls transfer of budget within the constraints of policy and administrative regulations
- Monitors and remains familiar with the Colorado School Finance laws, regulations, legislative proposals, and governmental accounting practices
- Develops finance modules to support long-range planning efforts and maintains a three to five year budget forecast for critical funds or segments of the budget

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Mastery of accounting principles and practices as applied to the financial management& reporting of public schools
- Knowledge of computerized accounting and financial management systems
- Ability to direct accounting and financial reporting functions of the District
- Ability to supervise the work of technical and support staff
- Ability to use standard spreadsheet software fluently
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field
- Ability to act ethically and responsibly in all financial matters
- Mastery of budgeting and accounting principles and practices as applied to public school finance and budgeting
- Knowledge of state laws, rules, and regulations governing budgetary and related aspects of Colorado school administration
- Ability to direct the budget development and administration program of the District
- Ability to perform sound budgetary analysis and take or recommend appropriate actions regarding budgetary matters

**QUALIFICATIONS**

- Bachelor's degree in accounting or related field
- Certified Professional Accountant and/or MBA
- Five years of progressively responsible experience in accounting, government preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Deputy Superintendent/Chief Financial Officer and supervises staff of the Fiscal Services and Budget Departments.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

JOB TITLE

JOB DESCRIPTION

**WORK YEAR**

260 Days

Executive Director of Procurement

**SUMMARY OF FUNCTIONS**

Ultimately responsible for all school district purchasing, contract negotiations, contract administration activities for construction, professional services (legal, environmental, architect/engineering, and consulting), and supply and service contracts. This includes no cost agreements with terms and conditions, charter school contract matters (new contracts, renewals, probationary, and conditional contract agreements). Responsible for negotiations and subsequent contract action for purchase, lease, and sale of district properties. Performs and oversees acquisition planning, contract development, and buying and contract administration for the District, including charter school contract administration. Presents contract actions to Board of Education for review and approval. Provides staff supervision for a certified professional purchasing staff, the district's community education and site rental programs. Provides for a fair and impartial process for District contracts and procurements.

**ESSENTIAL JOB FUNCTIONS**

- Serves as Department Head responsible for the day-to-day procurement and contracting activities of the District.
- Supervises, directs, and controls efforts of the staff to ensure all staff members perform at a high level of excellence.
- Provides leadership and management oversight to ensure continuous process improvements and the most effective and efficient operation of purchasing activities.
- Serves as lead in developing and maintaining policy and regulation requirements. Duties include the day-to-day direction of the Districts procurement operation to ensure all district staff follow delegated purchasing authority, and adhere to good purchasing practices and expressed contracting procedures.
- Ensures that the purchasing office staff follows supplier competition and bidding procedures, including Federal, State, and district regulations, as well as protocols involving federal and state funded contracts.
- Ensures appropriate acquisition approaches are developed and followed, and that proper source selections are used and procedures followed on Request for Proposal (RFP) and other similar buying methods.
- Provides opinions and recommendations on district procurement integrity or conflict of interest issues relating to a purchasing practices or purchase activity, per District Acquisition Regulation. Responsible for the development of District procurement policies, regulations, procedures and other state or federal compliance requirements.
- Responsible for all real estate contract matters, both buying and selling property and land; this includes easements, sales and long term leases; works directly with the Board of Education through the Superintendent and Chief Operations Officer.
- Ensures staff pursues market research for its customers, and communicates well with its suppliers. Maintains an awareness of market trends to assist customers in getting the best prices and/or the best value for its money.
- Provides an open and honest community relationship with vendors, manufacturers, and solicitors.
- Acts as a fair and impartial adjudicator on contract award or performance disputes that may be appealed through the formal dispute resolution process identified in district regulations and contracts.
- Provides training and oversight for school and administrative personnel in appropriate procurement procedures.
- Responsible for charter school contract matters, including evaluating new applications and resulting contracts, renewals, conditional approvals, and probationary contracts.

**OTHER DUTIES**

Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of procurement practices and procedures as applied to public school and governmental purchasing, charter schools, construction, professional services, real estate matters, and intergovernmental arrangements and partnerships.
- Knowledge of laws, rules and regulations regarding public school procurement and charter schools.
- Ability to supervise the day-to-day procurement and contracting functions of the District.
- Ability to conduct sound procurement analysis & methods, and recommend appropriate actions regarding claims, protests, or disputes.
- Ability to analyze risk and recommend appropriate strategies, cost saving methods, timing and contract execution.
- Ability to use standard word processing and spreadsheet software effectively.
- Ability to communicate effectively both verbally and in writing. Ability to work cooperatively with others.
- Ability to keep abreast of developments in the field.
- Ability to know sound quality performance indicators in the industry and manage the department to maintain a high performing procurement department.

**QUALIFICATIONS**

Bachelor's degree in business administration, related field or an equivalent combination of education and experience.  
Five years of progressively responsible experience in procurement that includes at least three years of government or public school procurement experience. Certified Purchasing Manager (CPM) from NAPM/RMGPA, Certified Professional Procurement Officer (CPPO) from NIGP/RMGPA, or an equivalent certification offered by a governmental agency or the National Contract Management Association (NCMA).

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Chief of Operations Officer.

**WORKING CONDITIONS**

The work is performed in a typical office environment. On-site work is required for pre-bid conferences and to resolve contract administrative matters.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards.  
The work requires the ability to speak normally and use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR:**

260 Days

JOB TITLE

JOB DESCRIPTION

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Executive Director of School Operations

**SUMMARY OF FUNCTION**

Responsible for providing administrative and logistical direction and leadership to create and maintain safe, adaptable, and highly functional school and work environments for all Colorado Springs School District 11 students and staff. Manages a variety of operational responsibilities of the district. Supervises and directs the district's operational support services, which includes Facilities Operations and Maintenance, Transportation, Warehouse, and Food Services. Responsible for ensuring efficient, prompt interaction and communication with major stakeholders, including but not limited to community committees, and school/site supervisors.

**ESSENTIAL JOB FUNCTIONS**

- Oversees the district's school operations, including reporting departments, for the effective and efficient support of the district's mission, vision, and strategic plan.
- Direct, oversee, and evaluate the performance of each department head in terms of productivity in achieving the expected results and supporting the district's goals.
- Directs, supervises, and oversees the district's policies and procedures related to the management of the business support function.
- Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include; budgeting, interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems; assuring systems integration and resource realignment; community interface and strategic planning.
- Monitors implementation of initiatives; measures achievements against objectives; and directs modification of plans as conditions warrant.
- Acts as a strategic partner for the executive team.
- Works closely with district leadership to develop and carry out major plans, coordinate school operations and ensure that operations are being executed per all applicable laws and policies.
- Must be proficient in oral and written communication skills and interpersonal relations, understand maintenance and construction activities and terminology as well as the uniform building code, possess advanced skills in data analysis and synthesis, demonstrate exceptional budgeting skills, have negotiation abilities, show experience in administering contracts, demonstrate experience with corporate real estate transactions, possess some knowledge of state and local laws, and have a good understanding of finance and accounting.
- Monitors multiple data sources to determine available resources and recommends improvement methods.
- Compares performance with operating plans and standards.
- Provides reports and interprets the results of school operations to the Deputy Superintendent, Superintendent and Board of Education; this includes preparing financial statements related to the departments overseen in this role, providing operating data, coordinating systems and procedures, and special reports as required.
- Keeps the Deputy Superintendent informed of all school operations and provides advice accordingly.

**OTHER DUTIES**

Performs related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to supervise professional, technical and support staff.
- Ability to communicate effectively.

JOB TITLE

JOB DESCRIPTION

- Ability to lead the work of teams, committees, and work groups, including evening meetings.
- Ability to work cooperatively with others.
- Ability to perform sound financial analysis and take recommended appropriate actions regarding financial matters.
- Ability to keep abreast of developments in the field.

**QUALIFICATIONS**

- Master's degree preferred.  
School leadership experience preferred.
- Experience in the business management of public-school systems or a governmental entity, preferably in Colorado.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Deputy Superintendent.  
Supervises department leads and other staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Day

Executive Director of Special Education

**SUMMARY OF FUNCTION**

Plans, coordinates and manages District Special Education programs and services for the preschool through post-secondary transition programs

**ESSENTIAL JOB FUNCTIONS**

- Ensure compliance with all federal and state special education rules and regulations (IDEA, ECEA)
- Ensures compliance with all State Performance Plan Indicators
- Provides ongoing communication, site visits and technical support to building principals relative to implementation of federal/state mandates and district special education policies
- Responsible for and oversees all special education state reporting (End of Year – EOY, Discipline Report, December Count Report)
- Supervises and coordinates efforts of special education facilitators
- Manages General Fund, IDEA, and ECEA budgets
- Provides day to day consultation concerning issues and problems
- Manages operations of special education programs
- Supervises and coordinates activities of various special education staff
- Communicates to administrative and instructional staff regarding legislation, regulations, guidelines and trends
- Allocates and assigns special education staff as appropriate
- Directs the development of new and continuing special education services and programs
- Works across the district to plan and implement professional development for special education staff
- Directs and supervises the District's transition program and staff
- Evaluates or supervises the evaluation of various District special education staff who are itinerant
- Directs extended school year program
- Oversees Out of District placement process for district students placed outside the district
- Represents the District in dispute resolution (due process, state complaints, mediation, including relevant OCR complaints)
- Performs administrative duties in areas of finance and personnel
- Serves as a member of the Superintendent's cabinet
- Supervises programs for Pre-School students
- Oversees Medicaid School Health Program
- Responsible for overseeing special education program review, evaluation and development

- **OTHER DUTIES AS ASSIGNED**

- Performs related duties as assigned

- **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of educational law, pedagogy, and instructional practice as applied to special education
- Ability to develop, implement, and lead special education programs for the District
- Ability to lead a robust improvement process in:
  - Identification process within MTSS framework
- Ability to identify and implement research based practices to support improved growth and performance of identified students
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively

JOB TITLE

JOB DESCRIPTION

- Ability to work cooperatively with others

**QUALIFICATIONS**

- Hold Colorado Licensure as a Special Education Director (or equivalent).
- Master's degree in special education or related field
- Minimum Two years of experience in special education administration
- Preferred experience as a special education teacher/service provider in public schools

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**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Deputy Superintendent Achievement, Learning and Leadership
- Supervises Special Education administrative, itinerant, preschool and support staff.

**WORKING CONDITIONS**

The work is performed in typical office/school environments.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Executive Director, Student Support and Wellness

### SUMMARY OF FUNCTION:

This position serves as the lead for the Department of Student Success and Wellness. In this role the Executive Director provides oversight and supervision for the Offices of Counseling Services, MTSS, Nursing Services and Student Support and Engagement. Additionally, they are responsible for the implementation of the Comprehensive Student Support Model (CSSM), District-wide Crisis Services, and oversight over all local funds as well as state and federal grants awarded to the offices within the department. The employee provides technical assistance, information, and consultation related to postsecondary workforce readiness, social emotional learning, postvention crisis services, and mental health programming to school-based staff. The employee also assists with various local, state, and national programs and committees.

### ESSENTIAL JOB FUNCTIONS

- Coordinates the districts Crisis Response Team
- Develops and coordinates K-12 Social Emotional Learning efforts, while implementing the district's CSSM.
- Supervises and provides guidance to staff overseeing the grants related to counseling, mental health, substance use prevention, MTSS, restorative practices and wellness services.
- Develops systems, monitors KPIs, and revises key strategies to assure the department is in alignment with the district's strategic plan and board of education's key priorities.
- Provides supervision and evaluation of the Counseling Services Facilitator, Project AWARE Coordinator, Nurse Chair, MTSS Facilitators, Homelessness Liaison, Director of Student Support and Engagement and Administrative Assistant
- Coordinates, maintains, and procures outside agencies that provide educational services to CSSD11 students.
- Assures compliance, monitors and revises BOE policies related to services provided and outlined by state statute.
- Provides leadership in selecting and implementing research-based interventions that produce significant increases in student achievement across all Tiers.
- Provides guidance and resources to the district and community on curriculum and instruction issues related to social emotional learning and behavioral health.

### OTHER DUTIES

- Performs other duties as assigned.

### KNOWLEDGE, ABILITIES, AND SKILLS

Knowledge of child and adolescent social/emotional development.  
 Knowledge of general organization and functions of a public school system.  
 Knowledge of data collection and the ability to interpret data  
 Knowledge of research and evidenced-based interventions related to academic, career, social/emotional and behavioral concerns  
 Demonstrated experience and proficiency with the American

School Counselor Association National Model.  
Demonstrated experience with conceptual development of school counseling programs.  
Demonstrated progressive experience with continuous professional learning.  
Demonstrated knowledge of current research and trends in school counseling, crisis services, student discipline, attendance and social emotional learning.  
Demonstrated experience working collaboratively with other staff in achievement of instructional objectives.  
Ability to be flexible to meet the unique needs of the assignment.  
Ability to work effectively as a member of a multi-disciplinary team.  
Ability to communicate clearly in both written and oral formats.  
Ability to demonstrate critical thinking and problem-solving skills.  
Ability to plan, organize, direct and implement instructional programs.  
Ability to adapt to a changing work environment with a positive attitude and problem-solving approach.  
Ability to remain calm in an emergency situation.

#### QUALIFICATIONS

- Master's Degree in school administration, counseling, psychology, or social work or equivalent with three (3) or more years of experience in school and/or central administrative leadership.
- Current Colorado Department of Education Special Service Provider License and/or Principal/Administrator License

#### ORGANIZATIONAL RELATIONSHIPS

Reports to Deputy Superintendent

#### WORKING CONDITIONS

The work is performed in schools.

#### PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

#### MENTAL FUNCTIONS

While performing the duties of this job, the employee is

JOB TITLE

JOB DESCRIPTION

frequently regularly required to analyze, communicate, coordinate, instruct, evaluate, reason, adjust, use interpersonal skills, problem solve, compare, copy, compile, monitor, coordinate and make decisions. The employee is occasionally required to compute, synthesize and negotiate.

FLSA STATUS

Exempt

Work Year

260

Executive Director, Educational Data and Support Svc

### **SUMMARY OF FUNCTION**

This position requires a professional to supervise all facets of District's assessment, enrollment and research functions including a team of professionals and support staff. Responsible to coordinate these functions with district leadership including principals, their supervisors, as well as assistant and deputy superintendents. Regularly consults and informs the superintendent on related matters.

### **ESSENTIAL JOB FUNCTIONS**

- Serves as a superintendent's cabinet member and Executive Leadership Team member.
- Functions as key advisor, data analyzer and information agent
- Informs public of key information by: presenting regularly to the Board of Education at televised meetings, directing revision and maintenance of websites, producing and distributing written reports
- Routinely reviews, interprets and applies legal requirements and regulations associated with:
  - Colorado Measures of Academic Success
  - Enrollment of students into the district
  - Federal Educational Right to Privacy Act
  - Colorado Revised Statutes associated with student rights and local educational agency responsibilities
  -
- Leads processing of annual school and district accountability reporting including accreditation processes and filing appeals with the Colorado Department of Education
- Serves as official liaison to District Accountability Committee on Accreditation
- Maintains positive internal working relationships through formal and informal networks including service on committees
- Serves as district's primary contact for policy on research. This responsibility requires review or delegation of review and follow-up monitoring of research requests from internal and external constituents for the purpose of approval, modification or disapproval
- Prepares (or directs preparation of) reports requiring interpretation and application of statistical analyses of student achievement and/or demographic data for district leaders, school leaders, parents and community members
- Develops and maintains cooperative, interactive professional associations with K12 and higher education community partnerships
- Maintains regular communication with Colorado Department of Education and other Districts' assessment, enrollment and research staff to assure the district remains regularly informed and high functioning on related matters
- Processes district-wide, school and program-based surveys. Discerns when surveys should be administered in-house and when they should be contracted out.
- Strategically collaborate with Information Technology Staff and Achievement, Learning and Leadership staff to improve quality of data in student information system
- Manage budget to meet the needs of changing requirements

### **OTHER DUTIES**

- Performs other duties as assigned

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent organizational and time management skills
- Excellent communication, decision-making, and troubleshooting skills

JOB TITLE

JOB DESCRIPTION

- Experience providing training on data and related systems
- Experience in interpreting data to assist decision makers
- Proficient with use of Microsoft Office Suite
- Excellent working knowledge of database management tools
- Adept at data manipulation and report writing
- Able to prepare presentations for varied audiences on short notice
- Proficient in retrieving, managing and displaying data using a variety of electronic tools.
- Excellent data analysis skills (report writing, graphical presentations, etc.).
- Skilled with use of statistical procedures.
- Experience with large-scale assessment program
- Familiar with statistical software such as SPSS or SAS
- Experience with relational databases
- Project Management and Planning Experience
- Successful Budget Management Experience
- Familiar with scanners and associated software

**QUALIFICATIONS**

- Master's degree (Doctorate preferred) with minimum of five years' experience in education (K-12 preferred)
- Graduate-level course work in measurement and quantitative methods or evidence of equivalent work experience
- Evidence of proficiency in oral and written communication
- Supervisory experience including responsibilities for hiring, supervision and progressive discipline

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Superintendent.

**WORKING CONDITIONS**

Most work is performed in a typical office environment. School site visits routine. Limited portion of work is performed in a warehouse environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require employees to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Executive Director/Assessment,  
Enroll.,& Research

### **SUMMARY OF FUNCTION**

This position requires a professional to supervise all facets of District's assessment, enrollment and research functions including a team of professionals and support staff. Responsible to coordinate these functions with district leadership including principals, their supervisors, as well as assistant and deputy superintendents. Regular consults and informs the superintendent on related matters.

### **ESSENTIAL JOB FUNCTIONS**

- Serves as a superintendent's cabinet member and Information Technology division leadership team member.
- Functions as key advisor, data analyzer and information agent
- Informs public of key information by: presenting regularly to the Board of Education at televised meetings, revising and maintaining websites, producing and distributing written reports
- Routinely reviews, interprets and applies legal requirements and regulations associated with:
  - \* Colorado Measures of Academic Success
  - \* Enrollment of students into the district
  - \* Federal Educational Right to Privacy Act
  - \* Colorado Revised Statutes associated with student rights and local educational agency responsibilities
- Maintains positive internal working relationships through formal and informal networks including service on committees
- Serves as district's primary contact for policy on research. This responsibility requires review or delegation of review and follow-up monitoring of research requests from internal and external constituents for the purpose approval, modification or disapproval
- Prepares reports requiring interpretation and application of statistical analyses of student achievement data for district leaders, school leaders, parents and community members
- Develops and maintains cooperative, interactive social science K12 and higher education community partnerships
- Maintains regular communication with Colorado Department of Education and other Districts' assessment, enrollment and research staff to assure the district remains regularly informed and high functioning on related matters
  - Process district-wide, school and program based surveys. Discern when surveys should be administered in-house and when they should be contracted out.
- Strategically collaborate with Information Technology Staff and Instruction and Curriculum staff to improve quality of data in student information system

### **OTHER DUTIES**

- Performs other duties as assigned

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent organizational and time management skills
- Excellent communication, decision-making, and troubleshooting skills.
- Experience providing training on data and related systems.
- Experience in interpreting data to assist decision makers.
- Proficient with use of MicroSoft Office Suite.
- Excellent working knowledge of database management tools.
- Adept at data manipulation and report writing.
- Able to prepare presentations for varied audiences on short notice
- Proficient in retrieving, managing and displaying data using variety of electronic tools.
- Excellent data analysis skills (report writing, graphical presentations, etc.).
- Skilled with use of statistical procedures.

JOB TITLE

JOB DESCRIPTION

•Familiar with scanners, test writing and scoring software

Desired Skills:

- Experience with large-scale assessment program
- Familiar with statistical software such as SPSS or SAS
- Experience with relational databases
- Project Management and Planning Experience
- Successful Budget Management Experience

**QUALIFICATIONS**

- Master’s degree (Doctorate preferred) with minimum of five years’experience in education (K-12 preferred)
- Graduate-level course work in measurement and quantitative methods or evidence of equivalent work experience
- Evidence of proficiency in oral and written communication
- Supervisory experience including responsibilities for hiring, supervision and progressive discipline

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Assistant Superintendent of Technology Services.

**WORKING CONDITIONS**

Most work is performed in a typical office environment. School site visits routine. Some work is performed in a warehouse environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. Must be willing and able to learn to operate a forklift. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

FINANCIAL SPECIALIST- SPECIAL  
EDUCATION

### **SUMMARY OF FUNCTIONS**

The Financial Specialist Special Education provides administrative and technical support to ensure efficient and effective operation of the Designated Purpose Grant Funds. Assists in providing knowledgeable financial oversight and guidance for federal, state and local/private grants awarded to the district and its schools/departments, ensuring compliance with applicable policies, regulations and spending guidelines. Performs a wide range of tasks related to budgeting, accounting, reconciliation and procurement functions. Supports the Grants Business Manager in analyzing budget trends and spend down, implementation of governmental fiscal policy and regulations, interpretation of grant-related statutes and tracking of the multiple funding streams that comprise the Designated Purpose Grant Fund (DPGF) for special education as well as related general fund accounts.

### **ESSENTIAL JOB FUNCTIONS**

- Interpret Board Policy as well as specific laws related to DPGF – e.g. OMB 2CFR200, EDGAR applicable grant regulations, funder specific terms, etc.
- Conduct accounting and budgeting functions for DPGF as assigned and using knowledge of applicable policy and law
- Process and maintain payroll reports
- Maintain accurate staffing rosters for completion of Time and Effort documentation
- Create, review, and input journal entries
- Review DPGF FTE through HR system for budgetary purposes
- Prepare and review request for funds with appropriate documentation
- Prepare departmental cash receipt and revenue reports
- Prepare budget transfers
- Ensure budget documents are prepared accurately by coordinating the preparation and reconciliation of the proposed, recommended, amended and supplemental budget cycles, in coordination with the Senior Accountant-Special Education
- Assist with developing budgets for grant proposals in coordination with Director of Grants and project directors and review budgets for accuracy, adequacy and compliance with grant guidelines, board policy
- and other laws and terms
- Apply grant regulation knowledge to enhance/ensure district grant fiscal compliance
- Review reports for errors
- Assist in analytical and reconciliation support in the preparation of the annual District 11 DPGF budget presented to the Board of Education.
- Monitor and trouble-shoot grants' spend-down, coordinating with Senior Accountant- Special Education
- Prepare reports for district use, as assigned
- Forecast spending and drawdowns on state, federal and local / private grants awarded to the district and its schools, as assigned
- Assist the Senior Accountant- Special Education in the preparation of the Annual Financial Report as needed.
- Assist in the preparation and maintenance of grant budgets, including preparation of correcting entries as needed to ensure the accuracy of the financial information maintained within the district's financial software
- Verify accuracy of data
- Assists Senior Accountant- Special Education with preparing A-133 audit, desk audits, etc.
- Assist Senior Accountant- Special Education with reviewing accounting working papers for year-end close
- Respond and attempt to resolve in a positive manner problems, customer

JOB TITLE

JOB DESCRIPTION

- complaints, and other issues
- Coordinate materials preparation for informational presentations
- Maintain files according to established procedures and regulations to ensure sufficient for audits and other purposes

- 

**KNOWLEDGE, SKILLS AND ABILITIES**

- Work independently at a consistent, high level of performance and as an effective member of a work team
- Display effective communication skills both oral and written
- Performs other duties as assigned
- Excellent communication skills both verbal and written
- Strong mathematical, analytical and problem-solving skills
- Strong attention to detail
- Demonstrated proficiency with financial accounting software package
- Experience and mastery level proficiency with Microsoft Excel – (subtotals, macros, formulas, linking, pivot tables, etc.) and other Office products.
- Self-starter who follows through until task or project is completed
- Proficient in chart of accounts
- Understanding / experience implementing grants compliance regulations (e.g. 2 CFR 200, EDGAR applicable grant regulations, funder specific terms, etc.)

**QUALIFICATIONS**

- Associate’s degree in business administration, accounting or finance or equivalent work experience
- Three (3) years business analysis experience preferably in governmental or school district environments
- Experience in grants-related fiscal management / budgeting, preferably in governmental or school district environments (preferred)
- Bachelor’s Degree or equivalent work experience in business administration, accounting or finance (preferred)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Chief of Student Experience and Success

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

**FLSA STATUS**

Non-exempt

**WORK YEAR**

260 Days (N23)

## JOB TITLE

## JOB DESCRIPTION

FNS Area Supervisor

## SUMMARY OF FUNCTION

Oversees and directs all food service activities in all sites within an area. Supervises all food and nutrition employees within an assigned area to meet menu production, quality, and service requirements. Prepares related reports to document activities as required. Acts as a department liaison with students, administration, faculty, staff and visitors throughout their assigned area.

## ESSENTIAL JOB FUNCTIONS

- Demonstrates positive customer service attitude at all times
- Abides by and enforces Colorado Springs School District 11 regulations and policies
- Enforcement and documentation of all operating standards for Food & Nutrition Services
- Supervises the functions and operations of elementary and secondary kitchens, including activities of all FNS staff within their area. Coordinates, assigns and schedules activities of supporting kitchen staff to ensure quality and efficiency in food preparation, delivery and service
- Fills in for or assists employees during preparation and service as needed
- Ensures proper and accurate inventory controls are in place
- Ensures proper sanitation and sterilization of utensils, equipment and facilities
- Supervises the maintenance of kitchen utilities and facilities
- Directs staff in proper care for and use of equipment
- Trains new employees and substitutes as needed
  - Emphasis is on preparing these employees to meet the requirements of the positions they have been hired to fill
  - Training will include quality of food, exemplary customer service, safe food handling and storage procedures, employee safety and safe work habits, proper sanitation and cleaning procedures, and appropriate appearance (dress, jewelry and hygiene)
- Train Site Managers as needed regarding reporting and record keeping activities required of them
- Supports FNS Department with ServSafe Training as a trainer and proctor
- Supports Electronic Point of Sale system in schools
- Involved in employee selection process, makes hire recommendations and recommends disciplinary action as required
- Monitors and evaluates employee performance (probationary and annual evaluations)
- Evaluates weekly labor productivity of schools to ensure site and area productivity targets are being met
- Measures and monitors monthly goal progress to include:
  - Monthly area profit and loss reports
  - Monthly participation and revenue reports
  - Site Meal Planning and Production Records
  - Customer satisfaction data
  - Food and Employee safety programs and assists Director and Assistant Director in development of any action plans to address improvements required to reach stated goals
- Monitors and maintains proper cash handling procedures in area, including recording daily cash sales, prepayments, deposit of cash receipts, and security of change fund and petty cash

as is assigned to their school

- Monitors records for meals served by category (e.g. free, reduced, full pay students and adults, a la carte sales, etc.)
- Coordinates and assists with special functions/events as needed. This may include food preparation, set-up and service, and clean-up
- May be required to temporarily support sites in other areas due to Area Supervisor/D11 Chef absences
- Actively participates in Leadership and All-Manager meetings to include staff training
- Assists department leadership with special assignments that may include the following programs, committees, or duties:
  - Food Safety
  - Employee Safety
  - Marketing
  - or other duties as required
- Monitors District provided cell phone during work/non-working hours and responds promptly to emergency situations

#### OTHER DUTIES

- Performs related duties as assigned.

#### KNOWLEDGE, ABILITIES AND SKILLS

- Knows and practices positive customer service skills
- Proven leadership skills and ability to work cooperatively with others
- Commitment to quality through high standards and follow-up
- Ability to communicate effectively
- Basic computer skills
- Basic Point of Sale knowledge
- Ability to handle cash properly and complete transactions and reports
- Good working knowledge of food and menu planning
- Knowledge of volume food preparation methods, procedures and techniques
- Good working knowledge of safe food handling skills
- Proper knowledge in use and care of kitchen equipment
- Excellent planning, organizational and coordinating skills
- Knowledge regarding purchasing programs, staffing and scheduling
- Ability to plan and work independently to meet deadlines
- Effective problem solving and decision making skills
- Ability to train and motivate others
- Shows initiative and creativity

#### QUALIFICATIONS

- High School diploma or equivalent
- ServSafe Certification required within eighty-nine (89) calendar days of hire
- Six years' experience in food preparation with at least two years of management and supervisory experience
- Four years of School Food Service supervisory experience preferred

#### ORGANIZATIONAL RELATIONSHIPS

- Reports to Assistant Director of Food& Nutrition Services
- Supervises all personnel assigned to an area of the Food& Nutrition Services

#### WORKING CONDITIONS

- Exposure to kitchen equipment and utensils

JOB TITLE

JOB DESCRIPTION

- Working near hot ovens in areas that may not be air conditioned
- Use chemicals for normal and regular cleaning of equipment and surfaces
- Move in and out of walk-in refrigerated units
- May work in area where a microwave is used
- Occasional use of personal vehicle to move around assigned complex and to attend to other district food and nutrition needs

PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-exempt

## JOB TITLE

## JOB DESCRIPTION

FNS Chef - Assistant Director

JOB TITLE DEPARTMENT/SECTION JOB NO.  
 FNS Chef – Assistant Director Business Services/ P05-  
 Food & Nutrition Services

## SUMMARY OF FUNCTION

The Food and Nutrition Services Executive Chef – Assistant Director provides leadership in developing recipes and standards for “from scratch” food preparation in support of the department’s commitment to serving high quality, cost effective, nutritious foods. The Executive Chef will develop and direct the interdependent development, training, implementation, evaluation, and oversight of menus, recipes, and specifications associated with food production in all District 11 Food and Nutrition Service locations. This position will prepare related reports to document activities as required, and serve as a department liaison with students, administration, faculty, staff and visitors throughout the department. Coach and enhance a self-directed workforce that plans, directs, and delivers meal services for staff and students according to department Operating Standards and Standardized Recipes.

## ESSENTIAL JOB FUNCTIONS

- Develops recipes and standards for food preparation “from scratch” and minimally processed foods for service to customers.
- Supports kitchen staff to ensure quality, safety, and efficiency in food preparation, delivery and service. May fill in for or assist employees during food preparation and service as needed.
- Trains employees and substitutes as needed, to include quality of food, providing exemplary customer service, safe food handling and storage procedures, employee safety and safe work habits, proper sanitation and cleaning procedures, proper care for and use of equipment, and appropriate appearance (dress, jewelry and hygiene).
- Supports proper and accurate inventory controls with site reviews and training.
- Ensures proper sanitation and sterilization of utensils, equipment and facilities.
- Upholds all operating standards for Food & Nutrition Services
- Measures and monitors monthly goal progress to include:
  - oMonthly area profit and loss reports
  - oMonthly participation and revenue reports
  - oCustomer satisfaction data
  - oFood and Employee safety programs and assists Director, Assistant Director, and Administrative Dietitian in development of any action plans to address improvements required to reach stated goals
- Demonstrates positive customer service attitude at all times
- Participates in the employee selection process, makes hire recommendations and recommends disciplinary action as required.
- Coordinates and assists with special functions/events as needed. This may include food preparation, set-up and service, and clean-up.
- Actively participates in FNS Department Leadership and All-Manager meetings to include staff training.

Assists department leadership with special assignments that may include the following programs, committees, or duties:

- Food Safety
- Employee Safety
- Marketing
- or other duties as required

## OTHER DUTIES

Performs related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

Knows and practices positive customer service skills.  
 Proven leadership skills and ability to work cooperatively with others.  
 Commitment to quality through high standards and follow-up.  
 Ability to communicate effectively.  
 Basic computer skills.  
 Basic Point of Sale knowledge  
 Ability to handle cash properly and complete transactions and reports.  
 Good working knowledge of food and menu planning.  
 Knowledge of volume food preparation methods, procedures and techniques.  
 Good working knowledge of safe food handling skills.  
 Proper knowledge in use and care of kitchen equipment.  
 Excellent planning, organizational and coordinating skills.  
 Knowledge regarding purchasing programs, staffing and scheduling.  
 Ability to plan and work independently to meet deadlines.  
 Effective problem solving and decision making skills.  
 Ability to train and motivate others.  
 Shows initiative and creativity.

**QUALIFICATIONS**

- High School diploma or equivalent.
- Any combination of the following education, training, or experience equivalent to completion of a program in culinary arts, institutional food service management, or related field:
  - Five years experience in “from scratch” food preparation with at least two years of management and supervisory experience
  - Three years as a Sous Chef and/or Executive Chef in large scale food production (greater than 1,000 meals per meal period)
  - Three years experience developing and implementing training in culinary arts.
  - Culinary Degree/Certificate Preferred.
  - ServSafe Certification required within eighty-nine (89) calendar days of hire.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Food& Nutrition Services.  
 Oversees meal production technique utilized throughout the Food& Nutrition Services Department with special attention to meals produced at the D11 Production Centers.  
 Oversees the District 11 FNS Catering Department  
 Oversees the District 11 FNS Distribution System

**WORKING CONDITIONS**

- Exposure to kitchen equipment and utensils
- Working near hot ovens in areas that may not be air conditioned
- Use chemicals for normal and regular cleaning of equipment and surfaces
- Move in and out of walk-in refrigerated units
- May work in area where a microwave is used
- Occasional use of personal vehicle to move around assigned complex and to attend to other district food and nutrition needs.

**PHYSICAL DEMANDS**

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS

Exempt

WORK YEAR:

260 Days

JOB TITLE

JOB DESCRIPTION

FNS Distribution Assistant

SUMMARY OF FUNCTION

Supports delivery of prepared foods, supplies, equipment and utensils to satellite secondary and elementary schools. Supports loading truck and assembling/staging route order. May be requested to drive the department delivery vehicles on an infrequent basis.

ESSENTIAL JOB FUNCTIONS

- Demonstrates positive customer service attitude at all times
- Assists in picking and/or sorting and staging supplies for delivery
- Assists loading truck in an organized manner to facilitate expedient and efficient delivery to designated schools
- Must be aware of procedures to maintain proper temperatures during transportation
- Assists with delivery of food and supplies to schools in timely manner, following established schedule and timelines
- Assists with monitoring and recording food temperatures at time of delivery
- Assist with picking up specified equipment and utensils from satellite schools to return to Production Center kitchen for washing and sanitizing
- Assist with loading or unloading food and supplies, stocking food and supplies in designated storage areas, adhering to proper handling and labeling procedures
- May assist Production Center kitchen staff or FNS Department Warehouse staff as needed. This may include serving food, cleaning floors, washing pans and equipment, doing laundry or other duties as may be assigned
- Assist with moving FNS Equipment from one location to another
- Assist with assembling/repairing FNS Equipment
- Must be aware of how to perform pre-trip inspection of truck
- Must be aware of how, and to whom, to report accident or damage to truck

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knows and practices positive customer service skills
- Ability to operate delivery vehicle in safe manner at all times
- Knowledge in proper use and care of delivery vehicle
- Ability to communicate effectively
- Ability to work cooperatively and effectively with others
- Ability to work independently and meet deadlines
- Knowledge of food service sanitation practices
- Able to perform general kitchen duties
- Ability to add and subtract and to maintain accurate written records

QUALIFICATIONS

- High School diploma or equivalent.
- Valid Colorado driver's license with good driving record. (DMV report will be required)
- Must be a minimum of 21 years of age.

ORGANIZATIONAL RELATIONSHIPS

Reports to Nutrition Procurement/Distribution Specialist  
Works with kitchen staff and Secondary& Elementary Kitchen Managers

WORKING CONDITIONS

- Exposure to kitchen equipment and utensils
- Working near hot ovens in areas that may not be air conditioned

JOB TITLE

JOB DESCRIPTION

- Operating a delivery vehicle that may or may not have an operable lift gate
- Operating a delivery vehicle in inclement weather conditions

PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 100 pounds; climb ladders; lifting of containers and supplies; push and pull large carts into/off of the delivery vehicle and into/out of buildings; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-exempt

## JOB TITLE

## JOB DESCRIPTION

FNS Distribution Driver

## SUMMARY OF FUNCTION

The FNS Distribution Driver receives stores, distributes, and issues supplies and equipment throughout the school district for the Food & Nutrition Services department. Operates the school district road vehicles in a safe and legal manner. Performs a variety of functions associated with the operation of the FNS department, including organizing stock to assure efficient movement and rotation, operating material-moving equipment and performs cycle and inventory counts. Promotes and follows the Board of Education Policies and departmental procedures.

## ESSENTIAL JOB FUNCTIONS

- Demonstrates positive customer service attitude at all times. Promotes a positive image of the FNS Department to schools, departments, and the public.
- Receives, handles, stocks, stores, issues and delivers various warehouse stocked items, special order materials, products, paper products, equipment, and food items using proper, safe and accepted procedures and techniques. Verifies quantities and condition and stores those items according to Food & Nutrition Services plans to assure timely location, stock rotation for efficient delivery.
- Maintains the cleanliness of FNS sections of the warehouse, delivery vehicles, materials moving equipment, shelves, bins, and floors. Recommends storage layout and materials handling improvements to the FNS work leader.
- Assists in picking and/or sorting and staging supplies for delivery
- Must practice procedures to maintain proper food temperatures during transportation
- Monitors and records food temperatures at time of pick-up and delivery of foods
- Monitors and records truck temperatures every 4 hours while delivering food
- May assist with stocking food and supplies in designated storage areas, adhering to proper handling and labeling procedures
- Verifies the accuracy of items and quantities of all FNS deliveries to any location. Discrepancies will be corrected by returning overages, addressing shortages or incorrect items for delivery through the Production Centers.
- Tags, brands, and engraves for identification purposes all new and donated assets and computer equipment, and other equipment required to be on the district's fixed assets inventory
- Performs duties in sub-zero environment for extended periods of time.
- Inventories purchased and government donated food commodity items each month, and assists in the pickup of all USDA commodity food items in compliance with Department of Health Standards
- Stores records and documents, maintains the security of confidential records, and coordinates disposal of items with appropriate departmental personnel
- May operate warehouse or FNS computer system to input and track FNS items
- Performs minor maintenance and upkeep of assigned delivery vehicle
- Periodic check of fluid levels, tire pressure and performance gauges
- Keeps vehicle records as required
- Drives in a safe, respectful manner at all times, according to District 11 Transportation rules
- Serves as a liaison with School Kitchen Managers and other FNS Staff and Management to best facilitate distribution of the FNS department's food and supplies to service locations.

## OTHER DUTIES

- Performs related duties as assigned

JOB TITLE

JOB DESCRIPTION

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of basic warehousing procedures and techniques
- Previous shipping/receiving experience
- Ability to operate materials handling/moving equipment such as forklifts and pallet jacks
- Ability to work rapidly with numbers, codes and symbols with a high degree of accuracy
- Ability to generally recall supplies received and delivered to the warehouse and to schools or work sites over a daily, weekly and monthly basis
- Basic computer knowledge and skills (data entry)
- Ability to work cooperatively with others
- Ability to communicate effectively

QUALIFICATIONS

- High School Diploma or equivalent
  - Certified forklift operator preferred
  - Two years driving experience with a 20 foot truck or larger
  - Two years experience in shipping, receiving, warehousing and inventory in a large warehouse operation
  - Possess a valid Colorado Class B Commercial Driver's License (CDL) with current DOT certification, and has a safe driving record as established by the District
- CDL waiver requirements: CDL permit obtained within 15 business days  
CDL license obtained within 89 calendar days of hire date.

ORGANIZATIONAL RELATIONSHIPS

- Reports to FNS work leader.

WORKING CONDITIONS

- Works/drives in winter weather conditions
- Works in warehouse
- Performs warehousing duties in sub-zero environment for extended periods of time

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

FNS Production Center Manager

**SUMMARY OF FUNCTION**

Oversees and directs all food service activity in the Production Center Kitchen. Areas of responsibility include Production Center Kitchen, cafeteria and ala carte operations, purchasing, receiving, inventory, production, service, staffing & scheduling, staff training, and reporting functions. Supervision of van driver and food delivery to satellite schools. May have involvement with satellite kitchen operations as needed. Responsible for attending all mandatory meetings and training events.

**ESSENTIAL JOB FUNCTIONS**

- Demonstrates positive customer service attitude at all times
- Implements and enforces all operating standards for Food & Nutrition Services along with communicating information obtained in meetings and training events to staff members
- Supervises daily activities of Production Center Kitchen staff
- Coordinates, assigns and schedules activities to ensure quality, efficiency and timeliness of food preparation, delivery and service
- Fills in for or assists employees during preparation and service as required
- Involved in the employee selection process, makes hire recommendations and recommends disciplinary actions as necessary
- Completes employee performance reviews (probationary & annual)
- Forecasts number of meals served on a per-item, per-meal, and per-day basis
- Directs, oversees and assists with kitchen, storage areas, service areas and dining room clean up
- Ensures proper cleaning and sterilization of utensils, equipment and facilities
- Supervise the maintenance of kitchen utilities & facilities
- Directs staff in proper care for and use of equipment
- Secures facility at the end of day
- Trains, supervises and directs all staff employees and student workers
- Training will include quality of food, exemplary customer service, safe food handling and storage procedures, employee safety and safe work habits, proper sanitation and cleaning procedures, and appropriate appearance (dress, jewelry and hygiene)
- Gathers meal forecast information for purposes of purchasing necessary food and supplies, staffing and scheduling, and directing food preparation, deliver and service
- Orders food and supplies as needed from the warehouse and approved vendors, maintaining accurate production records for food prepared & served. Evaluate menus and recipes for

continuous improvement in customer satisfaction and cost control for secondary and elementary schools

- Responsible for financial performance through achievement of targeted objectives, to include revenues, food cost, labor hours/cost and other supply costs
- Maintains accurate inventory records and controls
- Responsible for accurate and secure proper cash handling procedures, which includes recording daily cash sales, prepayments, preparing cash receipts for deposits, and security of change fund and petty cash as is assigned to their school
- Prepares deposit for Complex
- Monitors and maintains accurate records for meals served by category (i.e. free, reduced and full pay students, adults and ala carte sales)
- Completes computer applications required for all aspects of meal service
  - Completes and submits accurate related forms and paperwork to meet established deadlines through either the computer or hardcopy
  - Assists with special functions/events as needed which may include food preparation, set-up and service, and clean up
  - Actively participates in Leadership and All-Manager meetings
  - Acts as an on-site liaison with students, school administrators, faculty, staff and visitors

#### OTHER DUTIES

Performs related duties as assigned

#### KNOWLEDGE, ABILITIES, AND SKILLS

Knows and practices positive customer service skills.  
 Demonstrates leadership skills and ability to work cooperatively with others  
 Commitment to quality through high standards and follow-up.  
 Ability to communicate effectively  
 Ability to use computer and computer applications as well as Microsoft Office Software  
 Ability to handle cash properly and complete transactions and reports accurately  
 Knowledge of volume food preparation methods, procedures and techniques  
 Good working knowledge of safe food handling skills.  
 Knowledge of proper use and care of kitchen equipment  
 Good planning and organizational skills  
 Some knowledge regarding purchasing, staffing and scheduling.  
 Ability to plan and work independently to meet deadlines  
 Good problem solving and decision making skills  
 Ability to train and motivate others  
 Shows initiative and creativity

#### QUALIFICATIONS

High School diploma or equivalent  
 Four years of experience in food service with some management and supervisory responsibilities  
 ServSafe Certification required within eighty-nine (89) calendar days of hire

#### ORGANIZATIONAL RELATIONSHIPS

Reports to Sous Chef  
 Supervises personnel assigned to Production Center kitchen and may assist in

JOB TITLE

JOB DESCRIPTION

overseeing complex satellite schools

**WORKING CONDITIONS**

Exposure to kitchen equipment and utensils  
Working near hot ovens in areas that may not be air conditioned  
Use chemicals for normal and regular cleaning of equipment and surfaces  
Move in and out of walk-in refrigerated units  
May work in area where a microwave is used  
Occasional use of personal vehicle to move around assigned complex and to attend to other district food and nutrition needs.

**PHYSICAL DEMANDS**

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Non-exempt

FNS Technology Support Specialist

**SUMMARY OF FUNCTION**

Provides support, training and assistance to stakeholders regarding all software used by the Food & Nutrition Services (FNS) department. Supports daily access to and utilization of available technology. Responds to internal and external inquiries regarding technology, policies, procedures and operations of the FNS department.

**ESSENTIAL JOB FUNCTIONS**

- Maintains current working knowledge of all software used in FNS
- Maintains hardware and coordinates equipment procurement in accordance with District standards
- Provides telephone and face-to-face support for user when problems occur
- This support includes but is not limited to:
  - Responds to user questions/inquiries
  - Explains to and assists users in implementing proper solutions to their questions
  - Analyzes user application issues and assesses nature and extent of issues
  - Determines the level of technical/functional expertise required for resolution
  - Troubleshoots and researches user issues
  - Seeks and provides solutions to issues when possible, or determines level of assistance needed to solve issues and directs inquires to appropriate system experts when needed
  - Tracks the resolution to the inquires
  - Reports issues to vendor as necessary
  - Works with vendor support personnel to resolve issues when needed
- In charge of all FNS software user groups activities, including:
  - Sets up meeting times and locations
  - Prepares agendas and accompanying documentation
  - Leads the meeting
  - Gathers input from the meeting
  - Conducts demonstrations and training when appropriate
  - Prepares materials, reports, and documentation to provide support to users. Creates appropriate ways to get information to users, including publishing to FNS web site
  - Suggests modifications to user self-help manuals and develops procedures and guidelines to assist users in proper and accurate software operation of the systems
  - Reviews systems training materials and suggests and/or develops modifications where needed and applicable. Responsible for creating software training programs and provides user training as needed
- Assists in decision making process regarding systems enhancements and modifications, and recommends changes as needed. Assists technical staff with system implementation
- Suggests methods for maintaining and improving the quality of systems, and how to upgrade user's skills and knowledge
- Assists in operations functions such as creating Point of Sale menus and printing student ID cards
- Supports the FNS office in the collection, collation and analysis of data

pertaining to  
FNS operations

- Develops and maintains reports and reporting procedures to help ensure department accountability regarding meal claims, customer accounts and other costs associated with the food service operation
- Monitors and investigates overages and shortages of school meal funds. Takes corrective actions and reports issues as necessary
- Tracks customer account shortages and contacts households as necessary to attempt collection of funds
- Helps setup, monitor, and implement central and remote backup systems for FNS supported systems
- Sets up and implements roll-over scheduling prior to the end of the school year, and assists users with software issues to ensure proper system functionality at the start of the new school year
- monitors and ensures proper flow of information from Student Information Systems to all department software
- Responds to internal and external inquiries regarding various operations of FNS

#### **OTHER DUTIES**

- Performs other related duties as assigned

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of Federal Guidelines for the meal programs operated in District 11 FNS
- Knowledge of PC operations, network operations, operating systems, office applications and database operation, as applied to supporting users, preparation of documentation, and training in a large computing environment
- Knowledge of modern office practices and operation in an office setting, which includes computers
- Ability to operate PC keyboard and touchscreen devices at moderate speed
- Ability to provide user assistance and training within areas of capability
- Ability to learn and apply new software applications quickly
- Ability to perform general office clerical work quickly and efficiently and in large volume
- Ability to communicate effectively and work cooperatively with others
- Ability to quickly adapt to new situations
- Ability to maintain a calm and professional demeanor while appropriately handling stressful situations
- Ability to travel to FNS sites for support and transportation of technology equipment

#### **PREFERRED KNOWLEDGES, ABILITY AND SKILLS**

- Two years of school food service experience
- Two years' experience with School Food Service software (Free and Reduced application, Point

JOB TITLE

JOB DESCRIPTION

of Sale, back office, web-based interface, distribution and inventory software)

**QUALIFICATIONS**

- High School diploma or equivalent, and two years of college level computer training or equivalent
- Two years of experience with School Food Point of Sale software
- Strong organizational and logic skills
- Excellent written and verbal communication skills
- Outstanding people skills and a strong sense of customer service
- Ability to work independently

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Food and Nutrition Services Business Manager

**WORKING CONDITIONS**

The work is performed in a typical office environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Employee may be required to walk or stand for long periods, lift and carry up to 20lbs, climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards or touchscreens. The work requires the ability to speak normally and use normal or aided vision and hearing

JOB TITLE

JOB DESCRIPTION

FNS Van Driver

SUMMARY OF FUNCTION

Delivers prepared foods, supplies, equipment and utensils to satellite secondary and elementary schools. May be assigned duties to assist with preparation, service or clean-up activities.

ESSENTIAL JOB FUNCTIONS

- Demonstrates positive customer service attitude at all times
- Receives individual school orders daily from Production Center Kitchen Manager or designate regarding what is to be delivered
- Assists in picking and/or sorting and staging supplies for delivery
- Loads van in an organized manner to facilitate expedient and efficient delivery to designated schools
- Must be aware of procedures to maintain proper temperatures during transportation
- Delivers prepared food and supplies to satellite schools in timely manner, following established schedule and timelines
- Monitors and records food temperatures at time of delivery
- Assists with stocking food and supplies in designated storage areas, adhering to proper handling and labeling procedures
- Picks up specified equipment and utensils from satellite schools to return to Production Center kitchen for washing and sanitizing
- Performs minor maintenance and upkeep of assigned delivery vehicle
- Periodic check of fluid levels, tire pressure and performance gauges
- Keeps vehicle records as required
- Maintains proper fuel level
- Follows procedures for maintenance needs performed by transportation department

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knows and practices positive customer service skills
- Ability to operate delivery vehicle in safe manner at all times
- Knowledge in proper use and care of delivery vehicle
- Some mechanical aptitude to evaluate and/or make vehicle minor repairs
- Ability to communicate effectively
- Ability to work cooperatively and effectively with others
- Ability to work independently and meet deadlines
- Knowledge of food service sanitation practices
- Able to perform general kitchen duties
- Ability to add and subtract, and to maintain accurate written records

QUALIFICATIONS

- High School diploma or equivalent
- Valid Colorado drivers license with good driving record. (DMV report will be required)

ORGANIZATIONAL RELATIONSHIPS

- Reports to Nutrition Procurement/Distribution Specialist and Retail Supervisor
- Works with Production Center kitchen staff and complex Secondary& Elementary Kitchen Managers

WORKING CONDITIONS

- Exposure to kitchen equipment and utensils
- Working near hot ovens in areas that may not be air conditioned
- Operating a delivery vehicle that may or may not have an operable lift gate

JOB TITLE

JOB DESCRIPTION

- Operating a delivery vehicle in inclement weather conditions

PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds; climb ladders; lifting of containers and supplies; push and pull large carts into/off of the delivery vehicle and into/out of buildings; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-exempt

**JOB TITLE****JOB DESCRIPTION**

FNS Warehouse Associate

**SUMMARY OF FUNCTION**

The FNS Warehouse Associate receives stores, distributes, and issues supplies and equipment throughout the school district for the Food & Nutrition Services department. Performs a variety of functions associated with the operation of the FNS department, including organizing stock to assure efficient movement and rotation, operating material-moving equipment and performs cycle and inventory counts. Operates the school district road vehicles in a safe and legal manner. Promotes and follows the Board of Education Policies and departmental procedures.

**ESSENTIAL JOB FUNCTIONS**

- Demonstrates positive customer service attitude at all times. Promotes a positive image of the FNS Department to Schools, departments, and the public
- Receives, handles, stocks, restocks, stores, and issues various warehouse stocked items, special order materials, paper products, equipment, and food items using proper, safe, and accepted procedures and techniques
- Verifies delivery of correct product, quantities, and condition
- Stores items according to Food & Nutrition Services procedures to assure food and employee safety, and stock rotation
- Maintains stock areas for efficiency
- Maintains the cleanliness of FNS sections of the warehouse including walk-in freezer, materials moving equipment, shelves, bins, and floors
- Recommends storage layout and materials handling improvements to the FNS Procurement Specialist
- Picks and stages orders for delivery
- Verifies the accuracy of items and quantities of all FNS deliveries to any location
- Address discrepancies by returning overages, identifying, and reporting shortages or incorrect items for delivery through the Production Centers
- Inventories purchased and commodity items
- Assists in the pickup of all USDA commodity food in compliance with Department of Health Standards
- May operate warehouse or FNS computer system to input and track FNS items
- Serves as FNS Distribution Trainer
- Fills in as back-up Distribution Driver, as needed
- Must practice procedures to maintain proper food temperatures during transportation
- Monitors and records truck temperatures every 4 hours while delivering food
- Maintains and supports delivery of BBQ grills and equipment, including tank fuel levels
- Performs minor maintenance and upkeep of assigned delivery vehicle
- Periodic check of fluid levels, tire pressure and performance gauges
- Keeps vehicle records as required. I.e., Daily pre and post trip checks on vehicle
- Drives in a safe, respectful manner at all times, according to District 11 Transportation rules
- Serves as a liaison with School Kitchen Managers and other FNS Staff and Management to best facilitate distribution of the FNS department's food and supplies to service locations

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**OTHER DUTIES**

- Performs related duties as assigned.

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**KNOWLEDGE, ABILITIES AND SKILLS**

JOB TITLE

JOB DESCRIPTION

- Knowledge of basic warehousing procedures and techniques
- Knowledge of safe food handling practices
- Previous shipping/receiving experience
- Ability to operate materials handling/moving equipment such as forklifts and pallet jacks
- Ability to work rapidly with numbers, codes and symbols with a high degree of accuracy
- Ability to generally recall supplies received and delivered to the warehouse and to schools or work sites over a daily, weekly, and monthly basis
- Basic computer knowledge and skills (data entry)
- Ability to work cooperatively with others
- Ability to communicate effectively
- 
- 

**QUALIFICATIONS**

- High School Diploma or equivalent
- Two years driving experience with a 20-foot truck or larger
- Two years' experience in shipping, receiving, warehousing and inventory in a large warehouse operation
- Certified forklift operator  
Forklift certification waiver requirements: Certification obtained within 89 calendar days of hire date
- Possess a valid Colorado Class B Commercial Driver's License (CDL) with current DOT certification and has a safe driving record as established by the District.  
CDL waiver requirements: CDL permit obtained within 15 business days  
CDL license obtained within 89 calendar days of hire date

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to FNS Procurement Specialist.

**WORKING CONDITIONS**

- Works/drives in winter weather conditions
- Works in warehouse
- Performs warehousing duties in sub-zero environment for extended periods of time

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

JOB TITLE

JOB DESCRIPTION

Facilitator English K-12

SUMMARY OF FUNCTION

Oversees curriculum development and instructional quality for specified instructional area. Oversees curriculum policies and assists in instructional development.

ESSENTIAL JOB FUNCTIONS

- Provides support to teachers in implementing curriculum
- Recommends methods for instructional improvements
- Coordinates staff development workshops and seminars
- Oversees the development of current curriculum and instructional programs for specified instructional fields
- Meets with supervisor and district representatives to determine educational goals and develops related instructional curriculum to support district objectives
- Articulates curriculum objectives to building principals
- Communicates implementation strategies and directives
- Provides support in updating new courses
- Obtains related material for curriculum
- Promotes awareness and visibility of specified field of instruction
- Coordinates special groups and events such as contest, clubs, fairs etc.
- Generates related reports and documentation
- May write funding proposals as needed
- Attends professional conferences for specified field of interest

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of educational pedagogy as applied to English curriculum for grades K-12
- Ability to plan and develop English curricula for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- Master's degree education
- Four years of experience in secondary education teaching English
- Appropriate State Certification

ORGANIZATIONAL RELATIONSHIPS

Reports to Director Elementary and Secondary Education.

WORKING CONDITIONS

The work is performed in a typical office environment and in schools.

PHYSICAL DEMANDS

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

**JOB TITLE****JOB DESCRIPTION**

Facilitator of the Multilingual Department

**SUMMARY OF FUNCTION**

Coordinates the administration of the English Language Learner program, Title I-C Migrant Education, Title VII Native American/ Alaskan Native and Foreign Exchange Program for the district. Provides professional support to instructional staff and related service staff in all areas of ELL, Migrant, Title VII, and Foreign Exchange.

**ESSENTIAL JOB FUNCTIONS**

- Focuses on Student achievement Goal 1 in the Strategic Plan focus on ensuring high academic performance by all students.
- Oversees the development and support for the curriculum plans for ELLs as well as identify short-term assessments for benchmarking.
- Oversees the Coordinates identification and assessment of English Language Learners.
- Makes recommendations regarding appropriate action as needed.
- Ensures accurate data collection and reporting for district and outside entities.
- Supports building administrators and staff by overseeing the implementation of designated programs for ELL, Title I-C, and Title VII.
- Coordinates and communicates program directions to staff and directs implementation strategy for all programs. Recommends methods for improvement.
- Monitors compliance with English Language Acquisition laws, procedures and requirements at the local, state, and federal levels.
- Monitors compliance with Title I-C, Title III, and Title VII at all levels.
- Provides professional support to ELL, Migrant, and Title VII, staff.
- Provides assistance and guidance to foreign exchange committee staff on policies, procedures, and program directives.
- Facilitates foreign exchange student placement and acts as liaison between high schools and foreign exchange agencies.
- Monitors and evaluates ELL programs for the district.
- Analyzes program effectiveness, adjusts program directives to fit area characteristics as needed. Recommends appropriate program changes for the district.
- Plans, coordinates and communicates staff development strategies and activities for staff.
- Analyzes needs, schedules seminars, and coordinates with other areas as needed.
- Supervises ELL coaches, office staff, Title VII staff.
- Is responsible for ELL teacher and aide staffing model and ELL liaisons.
- Works in conjunction with Federal Grant manager/Federal Grants Office for budgeting, compliance, etc. for Titles I-C, III, and VII.
- Is responsible for ELL budgeting, managing budgets, and budget transfers for both grant and local funds

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of educational pedagogy as applied to second language acquisition
- Ability to plan, develop, and implement ELL programs for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Principal license

JOB TITLE

JOB DESCRIPTION

- Master’s Degree
- Experience in second language acquisition and teaching
- Minimum 3 years extensive successful experience in leading programs serving ELL students
- Spanish Bilingual/ Biliterate preferable

ORGANIZATIONAL RELATIONSHIPS

Reports to Assistant Superintendent of ICSS

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites.

FLSA STATUS

Exempt

WORK YEAR

207 Days

JOB TITLE

JOB DESCRIPTION

Facilitator, Culturally & Linguistic  
Diverse Educ

SUMMARY OF FUNCTION

Coordinates the administration of the Culturally and Linguistically Diverse Education (CLDE) program, Title I-C Migrant Education, and Title VII Native American/ Alaskan Native for the district.  
Provides professional support to instructional staff and related service staff in all areas of CLDE, Migrant, and Title VII.

ESSENTIAL JOB FUNCTIONS

- Focuses on ensuring high academic performance by all students, in alignment with the D11 Strategic Plan
- Oversees the development and support for the curriculum plans for ELLs. Identifies short-term assessments for benchmarking.
- Oversees the identification and assessment of English Language Learners.
- Makes recommendations regarding appropriate action as needed.
- Ensures accurate data collection and reporting for district and outside entities.
- Supports building administrators and staff by overseeing the implementation of designated programs for CLDE, Title I-C, and Title VII.
- Coordinates and communicates program directions to staff and directs implementation strategy for all programs. Recommends methods for improvement.
- Monitors compliance with English Language Acquisition laws, procedures and requirements at the local, state, and federal levels.
- Monitors compliance with Title I-C, Title III, and Title VII at all levels.
- Provides professional support to CLDE, Migrant, and Title VII staff.
- Collaborates with foreign exchange committee staff on policies, procedures, and program directives.
- Monitors and evaluates CLDE programs for the district.
- Evaluates and oversees district translators and translation services.
- Manages budget/grants for translation services.
- Analyzes program effectiveness, adjusts program directives to fit area characteristics as needed. Recommends appropriate program changes for the district.
- Plans, coordinates and communicates staff development strategies and activities for staff.
- Analyzes needs and coordinates with other departments as needed.
- Supervises CLDE coaches, office staff, Title VII staff.
- Is responsible for CLDE teacher and aide staffing model and CLDE liaisons.
- Works in conjunction with Federal Grant manager/Federal Grants Office for budgeting, compliance, etc. for Titles I-C, III, and VII.
- Is responsible for CLDE budgeting, managing budgets, and budget transfers for both grant and local funds

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of educational pedagogy as applied to language acquisition
- Ability to plan, develop, and implement CLDE programs for the District

JOB TITLE JOB DESCRIPTIONS

- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively

JOB TITLE

JOB DESCRIPTION

- Ability to work cooperatively with others
- Supervisory experience preferred

QUALIFICATIONS

- Principal license preferred
- Master's Degree
- Experience in language acquisition and teaching
- Minimum 3 years successful experience in leading programs serving CLDE students
- Spanish Bilingual/ Biliterate preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to Deputy Superintendent for Achievement, Learning, and Leadership

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites.

FLSA STATUS

Exempt

WORK YEAR

207 Days

Facilitator, Early Childhood

**SUMMARY OF FUNCTION**

This position is responsible for the successful implementation of early childhood programs within the District. These programs address the needs of special education students and Colorado Preschool Program (CPP) state funded students.

**ESSENTIAL JOB FUNCTIONS**

- Monitor, maintain and evaluate preschool programs and services; coordinates program, curriculum and assessments.
- Ensure programs meet all pertinent rules and regulations including special education state and federal law, CPP statute, Department of Human Services (DHS) child care rules and regulations.
- Write the annual CPP application for submission to the superintendent, coordinating and reporting data on the district council, program providers, child eligibility, budget and finance, quality of program, staff development, family support services, family involvement and program evaluation
- Work with and monitor community agencies/vendors to insure prescribed preschool practices are met for all students in all programs
- Budget manager for the CPP budget, including ordering and processing payments
- Submit to procurement a Request For Proposal (RFP) for community vendors and assists in writing the contracts for community vendors
- Oversee early childhood office, child find, infant-toddler teen parent program, and specialized programs for children with autism
- Act as special education facilitator for early childhood and attends IEPs and child find as needed
- Plans all staff development and training for district and community providers
- Recommends placement decisions for classrooms based on the district and program's needs
- Coordinate and supervise related services for preschool students
- Oversee enrollment and placement for all preschool students
- Provide data for other departments for count dates and end of year reporting
- Assist principals in finding and hiring highly qualified preschool teachers
- Provide data for other departments for count dates and end of year reporting

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of preschool programs and effective methods of achieving their successful implementation
- Knowledge of early childhood development, developmentally appropriate practice and current early childhood education
- Ability to provide leadership in coordinating preschool programs in the District
- Ability to establish and maintain effective working relationships with school administrators, teachers, vendors and others involved in the program
- Ability to communicate effectively

**QUALIFICATIONS**

- Master's degree in early childhood education
- Experience in early childhood education
- Type D administrative endorsement

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Special Education

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Facilitator, Gifted and Talented

Facilitator, Gifted and Talented Education

The successful candidate will enhance the role of Colorado Springs District 11 as an exemplary District in service to Talented and Gifted students in the Pikes Peak region, including:

- perform comfortably within a complex change environment,
- develop leadership in self and others through a systems approach,
- build capacity for top performance among the Gifted and Talented team,
- implement structures to achieve the consistent identification of underrepresented populations,
- improve the growth and achievement of highly-capable and high-potential students, and
- cultivate best practice among all teachers for the discovery and development of potential, talents, and gifts among all students in District 11

#### SUMMARY OF FUNCTIONS

In a results-driven model that assures solid growth and achievement for all students, the function of the Gifted & Talented Supervisor is critical to programs designed for able learners who exceed standards. The function of the Gifted & Talented Supervisor is to provide leadership and support for all efforts to support K-12 Gifted & Talented students in Colorado Springs School District 11. Leadership responsibilities include: alignment of services, development and supervision of all gifted and talented staff, support the development of gifted and talented magnet programs, provide gifted and talented professional development, and support the improvement process in implementing Gifted and Talented initiatives across the district.

#### ESSENTIAL JOB FUNCTIONS

- Provide strong leadership to formulate goals for Gifted & Talented (GT) Department and Gifted Magnet Programs (GMP) with the intent of moving the district forward with current and exemplary opportunities for gifted, talented, and high ability students Preschool-12th grade
- Set and meet high professional expectations for the Gifted & Talented program through the lens of the District 11 Strategic Plan, Academic Master Plan, and Exceptional Children's Educational Act (ECEA)
- Remain current and advocate for effective policies and evidence-based practices in gifted education
- Support principals in the hiring of GT and GMP staff and increase, to the extent possible, the number of qualified personnel providing instruction to gifted students
- Align gifted program to the adopted policies and objectives of the district as well as ECEA rules

JOB TITLE

JOB DESCRIPTION

- Prepare and manage budgets, grants, and reports
- Ensure privacy in regards to individual students and record keeping
- Direct, evaluate, and supervise staff in the GT office
- Implement Advanced Learning Plan (ALP) goals and expectations to staff who support identified students with ALPs
- Manage Early Access and the grade skip acceleration process for the district
- Prepare for, participate in and evaluate results from the CDE Gifted Education Review and/or internal GT program reviews and collaboratively develop goals for continued program improvement
- Monitor demographics and data of gifted identification in all groups across the district
- Utilize and demonstrate effective leadership skills for designing and implementing programs for and delivering instruction to gifted students
- Work with school leaders in the district as well as GT leaders in the region and state
- Work cooperatively with others and demonstrate ability to lead the work of teams, committees, and work groups
- Communicate effectively and demonstrate ability to problem solve and manage conflict
- Plan, facilitate, and/or provide professional development activities for increasing the knowledge and skills of all staff (teachers, administrators, ESP, etc) in the areas of gifted characteristics, gifted identification methods and procedures, research-based instructional strategies and curriculum for gifted learners.
- Develop a cycle to evaluate GT and GMPs and curriculum regularly
- Manage assessments given by GT staff for identification purposes
- Support and/or manage the universal cognitive assessment
- 
- 
- OTHER DUTIES
- •As assigned
- 
- KNOWLEDGE, ABILITIES AND SKILLS
- •Knowledge of educational pedagogy and assessment related to able learners and others with special needs
- •Knowledge of best practice in delivering talented and gifted services within the framework of a results-driven system
- •Knowledge of performance evaluation in the talented and gifted area
- •Ability to plan, organize, lead, and execute complex tasks from a systems orientation
- 
- 
- QUALIFICATIONS
- Gifted endorsement on a valid Colorado Teaching License or minimum of 24 college semester hours specific to Gifted and Talented education.
- Minimum 5 years working with gifted, talented, and high ability students
- 
- Valid principal or administrator license or minimum 5 years of experience in a school/district leadership role with responsibilities of instructional leadership and managing staff preferred
- Educational experience in elementary, middle school, and high school preferred
- 
- WORKING CONDITIONS
- •The work is performed in a typical office environment and in schools

JOB TITLE

JOB DESCRIPTION

- Flexibility in daily work schedule is required
- Summer duties may be required
- 
- ORGANIZATIONAL RELATIONSHIPS
- Report to the Deputy Superintendent of Achievement, Learning & Leadership
- 
- PHYSICAL DEMANDS
- The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; use fingers to operate computers or other equipment; and feel the shape, size and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing, and to detect odors.
- 
- FLSA STATUS
- Exempt
- 
- WORK YEAR
- 207 days
-

Facilitator, K-12 Visual and Performing Arts

### **SUMMARY OF FUNCTION**

The function of the Visual and Performing Arts Facilitator, K-12, is to provide leadership in providing resources, professional learning, information, and support within a standards-based K-12 instructional system in the areas of Dance, Drama/Theatre, Music, and Visual Arts.

### **ESSENTIAL JOB FUNCTIONS**

- Assist, advise and provide support for teachers and schools in implementing a standards-based instructional system for the Visual and Performing Arts
- Plan, coordinate, and implement teacher professional learning based on current and effective research, and the use of instructional strategies and interventions in the Visual and Performing Arts contents and processes that are aligned to the District's mission and goals
- Provide support to teachers and schools in assessing student content knowledge and performance in the Visual and Performing Arts, interpreting individual student and class trends, and uses of that data to guide Visual and Performing Arts instruction
- Facilitate communication and collaboration between and among all teachers of the Visual and Performing Arts in order to provide capacity building and reflective practice
- Plan, coordinate, and implement support for teachers in assessing student performance in the Performing and Visual Arts using data from formative and summative assessments to guide instruction
- Provide leadership in the selection of Visual and Performing Arts teaching materials (e.g. music, textbooks, intervention supplements, and technology) and provide appropriate professional learning where applicable
- Promote long-range instructional improvement at all levels to increase student achievement in the Visual and Performing Arts
- Provide leadership in designing and updating Visual and Performing Arts courses aligned with the Colorado Academic Standards
- Lead the efforts of the Visual and Performing Arts professional learning communities at all levels
- Articulate Visual and Performing Arts curriculum objectives to building principals
- Coordinate district Visual and Performing Arts related events for students
- Maintain the District's Visual and Performing Arts webpages
- Develop professional relationships with local, state, and national arts organization leaders

### **OTHER DUTIES**

- Performs related duties as assigned

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of Dance, Drama/Theatre, Music, and Visual Arts Colorado Academic Standards, as well as, research based strategies for alignment of assessments, interventions, differentiated instruction, varied instructional materials, and reporting systems
- Ability to analyze the Visual and Performing Arts delivery and achievement results, and determine action steps in support of increasing student achievement in identified areas of need.
- Ability to provide training and coaching for teachers, PK-12, in effective instructional strategies for Visual and Performing Arts contents and processes
- Ability to support teachers in creating and implementing standards-based lessons that effectively embed literacy in the Dance, Drama/Theatre, Music, and Visual Arts content areas
- Ability to use various research based teaching strategies with students of diverse abilities and learning styles
- Ability to use and integrate technology into the instructional programs and

JOB TITLE

JOB DESCRIPTION

daily work assignments

- Ability to work effectively on cross-content and arts integration planning teams

**QUALIFICATIONS**

- Valid Colorado Teacher License; Principal/Administrator License preferred
- Five years of successful arts teaching experience preferred
- Master’s Degree in dance, drama, music, theatre or visual arts education preferred or Master’s degree in Curriculum and Instruction or related field
- Documented in-depth knowledge of Visual and Performing Arts contents and processes
- Documented successful curricular and instructional leadership experience preferred

**ORGANIZATIONAL RELATIONSHIPS**

The Visual and Performing Arts Facilitator reports to and is evaluated by the Director of Curriculum and Instruction.

**WORKING CONDITIONS**

- The work is performed in a typical office environment, arts venues and in schools
- Flexibility in daily work schedule is required
- Some summer training may be required

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Facilitator, Literacy and Language Arts

**SUMMARY OF FUNCTION**

The function of the K-12 Literacy and Language Arts Facilitator is to provide leadership in providing resources, professional learning, information, and support within a standards-based K-12 instructional system in the areas of reading, writing, communicating, speaking, listening, policy and research.

**ESSENTIAL JOB FUNCTIONS**

- Coordinate the modification and support for standards implementation, curriculum overviews, unit plans and high impact instructional strategies for literacy
- Identify short-term assessments for benchmarking, including but not limited to, common district grading rubrics in applicable areas and implementation of IB and AP needs
- Develop, monitor measures of success in all implementation activities at the school and district level by setting quarterly internal common benchmark assessments and use the data to drive changes in instructional practice
- Ensure accurate data collection and reporting
- Provide feedback tools, resources for teacher-directed professional growth that is aligned with national teacher development standards to support the instruction of literacy
- Analyze, plan, coordinate, and communicate staff development strategies and activities for staff across all applicable areas
- Provide ongoing professional development related to Colorado 2020 Academic Standards and best practices for standards mastery
- Work collaboratively with members of the Curriculum and Instruction team for a cohesive messaging and support system to schools
- Lead literacy coaches and TOSAs by planning all professional development, monitoring school support and communicating with school and district leadership
- Lead the efforts of the professional learning communities for at all levels
- Develop, monitor and maintain the district's online platforms and websites
- Develop professional relationships with local, state, and national organization leaders
- Make recommendations for the district to provide equity in access to effective instruction for all students. This includes opportunities for second language English speakers
- Communicate effectively with stakeholders the accomplishments of teachers and students
- Provide coaching and strategies for student-centered learning
- 

**OTHER DUTIES**

- Performs related work as assigned
- 

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of educational pedagogy as applied to programming
- Ability to plan and facilitate programs for the district
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others
- 

**QUALIFICATIONS?**

- Master's Degree
  - Knowledge of evidence-based best practices in literacy instruction
- Minimum 3 years of teaching experience serving students in second language acquisition, preferably with building level/department leadership experience

JOB TITLE

JOB DESCRIPTION

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Curriculum and Instruction

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity.? Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards.? The work requires the ability to speak normally and to use normal or aided vision and hearing.? Ability to operate motor vehicles for the purpose of driving to school sites.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Facilitator, On Track to Graduate

**SUMMARY OF FUNCTION**

The position of On Track to Graduate Facilitator will collaboratively develop, implement, and sustain the district's Early Warning Systems and On Track to Graduate across the K-12 system. This position will work across departments and offices to support school-based teams in use of data to increase student achievement and graduation rates. This position will assist in ensuring students are accessing programming and pathways including college, career, military, and technical education.

**ESSENTIAL JOB FUNCTIONS**

- Lead and support school-based teams in use of data to increase student achievement, graduation rates and engagement
- Assist in ensuring students are accessing programming and pathways including college, career, military, and technical education
- Lead the planning, implementation, and evaluation of new programs and curriculum and/or the modification of existing programs and curriculum to meet the unique learning needs of students and identify and allocate resources based on programming needs
- Work alongside the Department of Special Education to bridge and align resources to support and carry out their department objectives, as well as, those goals, objectives, and plans within the Future Ready department
- ? Supports and serves as a District leader on the CSSD11 Crisis Response Team
- Consult and problem solve with K-12 administration and district level staff on issues concerning academic and behavioral interventions, psychological assessments, social work programming and MTSS practices
- Market and communicate the On Track to Graduate and Early Warning Systems and MTSS framework to school, district and community stakeholders
- Maintain and generate new community partnerships that support early warning systems, on track to graduate, and dropout prevention practices in K-12 schools
- Use multiple types of and sources of data to accurately inform problem-solving efforts at either the organizational or the student levels
- Collaborate with all Facilitators to include core content areas, Gifted and Talented, English Language Learners, Counseling Services and Special Education to achieve alignment and outcomes identified in the district's academic master plan
- Plan, coordinate, and provide professional development to District 11 personnel
- Provides supervision and evaluation of On Track to Graduate Specialist and McKinney-Vento Specialist

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrate effective interpersonal communication skills that build trust and relationships among all stakeholders to support the implementation and use of MTSS and CSSM with fidelity
- Ability to motivate and effectively lead teams
- Knowledge of Colorado's Multi-Tiered System of Support (MTSS), CASELs Competencies, Trauma Informed Care practices, and behavioral interventions
- Ability to navigate and promote sensitivity with issues of race and equity
- Ability adapt to a changing work environment with a positive attitude and problem-solving approach
- Ability to communicate and collaborate with community agencies, internal groups and committees

JOB TITLE

JOB DESCRIPTION

- Ability to manage and prioritize budgetary, grant, and title funds to meet the district's strategic plan
- Ability to work effectively on cross-content planning teams and district-wide initiatives

QUALIFICATIONS

- Master's Degree in education, school counseling, school psychology, social work or equivalent preferred
- At least five (5) years' experience in public and/or private school

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director of Future Ready

WORKING CONDITIONS

The work is performed in a typical office environment and in schools

- Flexibility in daily work schedule is required
- Some summer training may be required

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-exempt/exempt (ESP are non-exempt, ExecPro and Teachers are exempt)

WORK YEAR

207 Days

Facilitator, Physical Education K-12

**SUMMARY OF FUNCTION**

The function of the Supervisor Physical Education K-12 is to provide leadership in providing resources, professional development, expertise, information and support within a standards-based PK-12 instructional system in the area of physical education.

**ESSENTIAL JOB FUNCTIONS**

- Assist, advise and provide support for teachers and schools in implementing a standards-based instructional system for physical education
- Provide support to teachers and schools in assessing student performance in physical education, interpreting individual student and class trends, and uses of that data to guide physical education instruction
- Coordinate and implement staff development and related follow-up activities for teachers as well as provide professional support and on-site coaching functions as needed
- Provide leadership in designing and updating courses in a standards-based format
- Lead the efforts of the physical education curriculum committees at all levels
- Provide leadership in selecting physical education textbooks, materials and other appropriate materials with follow-up training and support needed to use those materials effectively with students
- Promote the implementation of interdisciplinary, cross-content techniques and the use of appropriate materials in support of balanced literacy at all levels
- Support the use of technology in instruction, assessment and tracking of student progress
- Coordinate district physical education-related events for students
- Coordinate related grant writing and implementation
- Promote long-range instructional improvement at all levels to increase student achievement in physical education

**OTHER DUTIES**

- As assigned to support a balanced approach to literacy

**KNOWLEDGE, ABILITIES AND SKILLS**

- Must demonstrate the following:
  - Knowledge of physical education content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems
  - Experience using various teaching strategies / approaches with students of diverse abilities and learning styles
  - Ability to assess and diagnose physical education strengths / weaknesses and prescribe effective interventions
  - Ability to provide training and coaching for teachers in effective instructional strategies in the physical education area
  - A conceptual understanding and successful classroom application of instructional strategies for physical education in a standards-based instructional program
  - Ability to support teachers in creating and implementing standards-based lesson plans which embeds literacy in an appropriate and effective manner in the physical education area
  - Ability to use and integrate technology into the instructional program and daily work tasks
  - Strong organization, communication and leadership skills
  - Ability to work effectively on cross-content planning teams

**QUALIFICATIONS**

- 5 years successful teaching experience
- Master's degree with current Colorado certification

JOB TITLE

JOB DESCRIPTION

- Successful experience in working with adults in the areas of professional training and staff development
- Successful experience in the integration of technology in physical education

ORGANIZATIONAL RELATIONSHIPS

The Physical Education Supervisor is evaluated by the Executive Director of Instructional Services.

WORKING CONDITIONS

The work is performed in a typical office environment and in schools. Flexibility in daily work schedule is required. Some summer training may be required.

PHYSICAL DEMANDS

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computers or other equipment; and feel the shape, size and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

WORK YEAR

207 Days .5 time

Facilitator, Science K-12

**SUMMARY OF FUNCTION**

The function of the Science Facilitator/Supervisor (Pre K-12) is to provide leadership in providing resources, professional development, research-based information, and support within a standards-based instructional system in the area of science and science education.

**ESSENTIAL JOB FUNCTIONS**

- Assist, advises, and provides support for teachers and schools in implementing a standards-based instructional system for science content and process
- Plans, coordinates, and implements teacher professional development based on current and effective research, and the use of instructional strategies and interventions in science content and process that is aligned to the District's mission and goals
- Provide support to teachers and schools in assessing student performance in science, interpreting individual student and class trends, and uses of that data to guide science instruction
- Facilitates communication and collaboration between and among all teachers of science in order to provide capacity building and reflective practice
- Plans, coordinates, and implements support for teachers in assessing student performance in science using data from formative and summative assessments to guide instruction
- Promote long-range instructional improvement at all levels to increase student achievement in social studies
- Coordinates and supervises science laboratory safety for each school in the district
- Supervises and manages the Science Kit Resource Center to include the pick-up, refurbish, and delivery of science kits to each elementary school in the district based upon an agreed block schedule
- Plans, coordinates, and implements the alignment and updating of elementary science kits to reflect interventions and research based instructional strategies focused on increasing student academic achievement
- Plans, coordinates, and implements the Pikes Peak Regional Elementary Science Fair each school year
- Provides leadership in the selection of teaching materials (e.g. textbooks, intervention supplements, and technology) and provide appropriate professional development where applicable
- Provides opportunities for students and teachers to interact with their everyday world using tools, data collection techniques, resources, models, and theories of science (e.g. field trips to local area study locations, environmental/ecological field studies, Challenger Space Center, mentorships with business and industry, etc.)

**OTHER DUTIES**

- Plans, coordinates and implements the three-week Summer Enrichment Series requiring the management of multiple district departments, STEAM-based curriculum, selection of all staff, communication and advertisement with all stakeholders, and multiple budgets and accounts
- Serves as a liaison with universities, business, and community organizations to foster partnerships and alliances to enhance science teaching and learning
- Provides leadership and support with various local, state, and regional science and science education groups and committees to share/provide current and relevant expertise and information in order to build capacity

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of science content standards and benchmarks and indicators, as

JOB TITLE

JOB DESCRIPTION

well as, research based strategies for alignment of assessments, interventions, differentiated instruction, varied instructional materials, and reporting systems

- Ability to assess and diagnose science delivery and achievement results, and prescribe effective interventions
- Ability to provide training and coaching for teachers, PK-12, in effective instructional strategies for science content and process
- Ability to support teachers in creating and implementing standards-based lessons that effectively embed literacy in the science content
- Ability to use various research based teaching strategies with students of diverse abilities and learning styles
- Ability to use and integrate technology into the instructional programs and daily work assignments
- Ability to work effectively on cross-content planning teams

QUALIFICATIONS

- Valid Colorado Teacher License; Principal/Administrator License preferred
- Five years of successful science teaching experience preferred
- Masters degree in science and/or science education preferred or Master’s degree in Curriculum and Instruction or related field
- Documented in-depth knowledge of science content and process
- Documented successful instructional leadership experience preferred

ORGANIZATIONAL RELATIONSHIPS

The Science Facilitator/Supervisor reports to and is evaluated by the Assistant Superintendent of Instruction, Curriculum,& Student Services.

WORKING CONDITIONS

The work is performed in a typical office environment and in schools. Flexibility in daily work schedule is required. Summer hours required for supervision of Summer Enrichment Series.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

Full time (207 days per year)

Facilitator, Social Studies K-12

**SUMMARY OF FUNCTION**

The function of the Supervisor Social Studies K-12 is to provide leadership in providing resources, professional development, information and support within a standards-based K-12 instructional system in the area of social studies.

**ESSENTIAL JOB FUNCTIONS**

- Assist, advise and provide support for teachers and schools in implementing a standards-based instructional system for social studies
- Provide support to teachers and schools in assessing student performance in social studies, interpreting individual student and class trends, and uses of that data to guide social studies instruction
- Coordinate and implement staff development in social studies and related follow-up activities for teachers as well as provide professional support and onsite coaching functions as needed
- Provide leadership in designing and updating courses in a standards-based format
- Lead the efforts of the social studies curriculum committees at all levels
- Provide leadership in selecting social studies textbooks, materials and other appropriate materials with follow-up training and support needed to use those materials effectively with students
- Promote the implementation interdisciplinary, cross-content techniques and the use of appropriate materials in support of best first instruction at all levels
- Support the use of technology in instruction, assessment and tracking of student progress
- Coordinate district social studies related events for students for example, history day, mock trial, model UN, euro challenge events, etc.
- Promote long-range instructional improvement at all levels to increase student achievement in social studies

**OTHER DUTIES**

- As assigned to support best first instruction in social studies.

**KNOWLEDGE, ABILITIES AND SKILLS (Must demonstrate the following)**

- Knowledge of Colorado social studies content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems
- Experience using various teaching strategies / approaches with students of diverse abilities and learning styles
- Ability to assess and diagnose social studies strengths weaknesses and prescribe effective interventions
- Ability to provide training and coaching for teachers PK-12 in effective instructional strategies for social studies areas
- A conceptual understanding and successful classroom application of instructional strategies for social studies in a standards-based instructional program
- Ability to support teachers in creating and implementing standards-based lesson plans which embeds literacy in an appropriate and effective manner in the social studies area.
- The ability to participate in the activities of appropriate professional organizations such as Colorado Council for the Social Studies and the National Council for the Social Studies. Knowledge of C3 (College, Career, and Civics) framework.
- Skill in initiating tasks to problem-solve within a team environment.
- Skill in and self-monitoring and time management
- Demonstrate abilities in establishing and maintaining trusting organizational and human relations, and in effective written and oral communication skills.
- Ability to use and integrate technology into the instructional program and daily work tasks

JOB TITLE

JOB DESCRIPTION

- Strong organization, communication and leadership skills
- Ability to work effectively on cross-content planning teams

**QUALIFICATIONS**

- Master's degree in education or education-related field
- Must possess, or be eligible for, current Colorado (CDE) teacher licensure
- Willing to meet READ Act eligibility requirements to teach in K-3 classrooms
- Five years of successful teaching experience
- Successful experience in working with adults in the areas of professional training and staff development
- Successful experience in the integration of technology in social studies

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Director of Instruction and Curriculum or qualified designee

**WORKING CONDITIONS**

- The work is performed in a typical office environment and in schools.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Facilitator, System Improvement - Educ Insights

### **SUMMARY OF FUNCTION**

The primary function of the System Improvement Facilitator is to ensure data is readily available and accessible via the data warehouse and school information system, strategic data analysis for system improvement, and training using a collaborative model around data driven dialogue to increase stakeholder data fluency of varied measures that drive system improvement processes. These efforts will be accomplished through direct service, professional development, coaching and supporting continuous school improvement. The focus is on supporting schools and departments in critical decision making through the analysis of school and system processes.

### **ESSENTIAL JOB FUNCTIONS**

- Provide consulting and strategic planning support for administrators, school leaders, departments, and others around data usage and system improvement
- Customize data solutions for district and school sites.
- Work with the Director of System Improvement to provide data and accreditation resources, including technical assistance, to schools and departments
- Partner with district departments to connect resources and research around data analysis for continuous school improvement
- Facilitate a collaborative process with school administrators and instructional staff regarding system improvement protocols
- Provide just-in-time training in support of districtwide continuous improvement cycles

### **OTHER DUTIES**

Performs related work as required.

### **KNOWLEDGE, ABILITIES AND SKILLS**

Must demonstrate the following:

- Understanding of standards-based instructional strategies and the use of assessments and data to guide instruction
- Ability to apply skills and knowledge that allow for using varied data for aligning interventions, differentiating instruction, and system improvement
- Ability to apply a wide range of technology skills involving data retrieval and analysis including a solid background in the use of Excel, PowerSchool, Hoonuit, or other database programs to manipulate and create data displays
- Knowledge, competence and skills in using data systems to analyze data for diverse system improvement processes
- Ability to foster and manage change
- High tolerance for ambiguity
- Ability to facilitate school and district leadership in using data systems to analyze data for diverse system improvement processes
- Competence in coordinating, developing and presenting building and district level staff development that supports the use of data-driven dialogue to analyze data for diverse system improvement processes
- Using data to improve student achievement
- Demonstrated abilities in oral and written communication
- Strong facilitation and professional development skills
- Coaching ability
- Strong organizational and leadership skills

### **QUALIFICATIONS**

- 5+ years of successful teaching experience
- Current Colorado teaching license (principal licensure a plus)
- Strong instructional and technology skills
- Assessment literacy knowledge

JOB TITLE

JOB DESCRIPTION

- Data retrieval and analysis knowledge
- Professional development experience
- Data base knowledge and expertise
- JSON coding experience (preferred)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Director of System Improvement.  
Organizational and reporting relationships may change as needs of the District and Education Insights change.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207-Day Flex

**JOB TITLE****JOB DESCRIPTION**

Facilitator-Curriculum & Instruction  
(Math/Sci Mag)

**SUMMARY OF FUNCTION**

Under the leadership of the school principal, the Coordinator for Math/Science works with the teaching staff to assist and support their implementation of a balanced Math/Science program, to develop skills in standards-based and student-centered instruction, and to assist them in the implementation of research-based instructional strategies.

**ESSENTIAL JOB FUNCTIONS**

- Observes, models, coaches, and provides feedback to teachers related to instructional effectiveness and maximizing student achievement
- Assists in directing the planning, development, implementation, and support of instructional and curricular programs
- Collaborates with principal in managing instructional and curriculum programs
- Coordinates efforts to determine instructional needs of learners and provides responsive programs and activities
- Provides information regarding instructional programs and policies to school personnel, parents and general public
- Convenes committees for study and review of selected curriculum and instruction topics
- Reviews instructional and related material and prepares necessary paperwork for District adoption
- Coordinates adoption of all instructional resources (e.g. textbook approval, course descriptions, and pilot programs, etc.)
- Assists in preparing budget proposals for textbooks, supplies, and materials
- Acts as a resource to the school, district and community on curriculum and instruction issues
- Assists teachers in generating and interpreting data from a body of evidence to guide instructional planning
- Supports the principal in developing the School Improvement Plan (SIP)

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Extensive knowledge of educational pedagogy as applied to the development and implementation of middle level mathematics and science curriculum and instructional programs
- Ability to provide leadership to the school and District in math/science curriculum and instruction
- Demonstrated competence in coordinating, facilitating, and presenting school level staff development that supports standards-based and student-centered instruction
- Ability to assess and diagnose math-related strengths/weaknesses and to prescribe instructional interventions
- Demonstrated knowledge and skills related to math/science content standards and benchmarks, alignment of assessments, and use of research-based interventions and differentiated instruction, and familiarity with various reporting systems
- Ability to lead the work of teams, committees, and work groups
- Ability to communicate effectively (oral and written expression)
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Master's degree in education or related field; advanced degree in mathematics/science preferred
- Minimum of five years of math/science teaching experience
- Appropriate CDE teacher licensure; must be Highly Qualified

JOB TITLE

JOB DESCRIPTION

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the principal and serves as a liaison with the ESS Division.

WORKING CONDITIONS

The work is performed in a typical office environment located within a school setting.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

207 days

JOB TITLE

JOB DESCRIPTION

Facilities Condition Coordinator

SUMMARY OF FUNCTION

Coordinates the effort to develop and regularly update an inventory of, and condition of, facilities, capital equipment and building systems throughout the district.

ESSENTIAL JOB FUNCTIONS

- Manages the district’s facility condition and preventive maintenance inspection (FC/PMI) system
- Performs and/or schedules periodic inspections, reviews and documents findings, maintains records, and develops corrective action plans
- Develops and maintains a database of information related to facilities, capital equipment and building systems
- Acts as project manager for assigned projects
- Acts as contracting officer’s technical representative for compliance with contract requirements, and makes recommendations for work acceptance, payments and corrective actions
- Assists with periodic facility energy audits
- Independently drives to sites / projects as necessary to perform inspections or research issues

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- A broad knowledge of a wide variety of building systems with detailed, expert knowledge in at least two major areas
- Ability to assess the condition of key pieces of capital equipment
- Strong computer skills in both standard (MS Office) and specialty software packages (like Maximo)
- Database expertise is preferred
- Ability to read and understand contracts, construction drawings and specifications
- Ability to manage projects performed by contractors
- Ability to work cooperatively with others
- Ability to work independently

QUALIFICATIONS

- Five years experience in facilities maintenance
- High School Diploma or equivalent
- Valid Colorado driver’s license with good driving record (yearly motor vehicle records will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

Reports to Maintenance Manager.

WORKING CONDITIONS

The work is performed both in an office and on a variety of job sites throughout the district.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt

JOB TITLE

JOB DESCRIPTION

Facilities Maintenance Operations  
Generalist

**SUMMARY OF FUNCTION**

Performs general routine maintenance and emergency support to all facilities departments/trades using appropriate methods and equipment. Performs work in a team based, independent, or assigned to a site-based setting, typically under the supervision of a trade specialist or supervisor. May occasionally require the need to cooperate and support various trades as a team member. With the ability to work independently on various projects as needed

**ESSENTIAL JOB FUNCTIONS**

Perform various tasks related to Facilities Maintenance. Including, but not limited to general carpentry, routine plumbing, repair and maintenance, non-license required electrical and HVAC departmental support and grounds maintenance on district facilities

Conducts regular inspections to identify potential issues and complete preventative maintenance tasks as required

Maintains equipment and tools to ensure they are in good working condition

Respond to emergencies both during work and after regular working hours

Aids in related emergency repairs under supervision as needed

Cooperates with other trades as a team member

Analyze problems in response to work orders

trouble shoot and develop plans for safe repairs

identify necessary materials for general repairs

Supports area custodial supervisors, building managers and other departments for district wide efforts as needed

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

Knowledge or overall experience in the construction industry to include but not limited to commercial carpentry, plumbing, electrical, HVAC, landscape, and building maintenance

JOB TITLE

JOB DESCRIPTION

Effective communication and people skills to collaborate effectively with team members and other departments

Strong organizational skills and attention to detail

Ability to work cooperatively with others

Skill in using tools, equipment, and materials of the trades

Basic computer software skills/knowledge such as Microsoft office, workorder management and time accounting platforms

Ability to work independently

**MINIMUM QUALIFICATIONS**

- High School diploma or equivalent
- 
- General commercial maintenance experience
- 
- May be required to carry and answer district provided cell phone to respond to afterhours emergency, weather related and other reactive district support. Overtime will be paid for qualified work performed outside regular shift
- 
- Valid driver's license with safe driving record (yearly motor vehicle records will be reviewed)
- 
- Ability to safely operate various commercial vehicle combinations of 1500 GVWR, not to exceed 26001 lbs. GVWR
-

Facilities Operations Manager

**SUMMARY OF FUNCTION**

Responsible for providing direction and leadership to maintain all facility operations of the District's physical buildings and infrastructure in direct support of operational continuity (outages/failures), maintenance repairs, response to operational emergencies, and emergency repairs or replacements. Coordinates all work efforts with building owners. Responsible to ensure operational continuity and emergency work is completed to restore to regular operations. Essential operational outcomes rely on prompt interaction and communication with major stakeholders. Oversee daily physical facility operations to ensure operational continuity is reliable for safe school and business operations.

**ESSENTIAL JOB FUNCTIONS**

- Manages the district's physical facility operational continuity to ensure reliable and safe conditions exist for staff and students.
- Monitors and issues frequent communications to school and senior leadership to provide information in determining any closures.
- Communications with outside city and county agencies to ensure operational continuity is restored;
- Represents the District in after-hour emergency repairs to ensure work compliance with local and state codes are maintained within District standards and procedures.
- Acts as project manager for assigned projects
- Acts as contracting officer's technical representative for compliance with contract requirements and makes recommendations for work acceptance, payments and corrective actions
- Supervises QA/Safety Manager
- Collaborates on all new work that impacts physical building operations
- Independently drives to sites / projects as necessary
- Supervises all warehouse functions; including but not limited to the identification and implementation of continuous improvement opportunities and customer satisfaction
- Manages facility operations in response to reported outages/failures and implements departmental corrective actions as needed; includes but is not limited to engaging with facility shop and contract vendors to realize repairs and final solutions.
- Engages in repair solutions that provide the overall productivity, efficiency, and service needed.
- Supervises all custodial and work order software planning, strategic activities to include the development of goals, policies, and procedures
- Manages outcomes within designated budgets

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- A broad knowledge of a wide variety of building systems with detailed, expert knowledge in at least two major areas
- Ability to assess situations and execute on solutions to restore operational continuity with minimal difficulty
- Strong computer skills in both standard (MS Office) and specialty software packages (like Brightly)
- Ability to read and understand contracts, construction drawings and specifications
- Ability to supervise technical and support staff
- Ability to plan, supervise and evaluate the work of others
- Good people skills, with ability to work independently
- Ability to manage projects performed by contractors

JOB TITLE

JOB DESCRIPTION

- Ability to work cooperatively with others
- Ability to work independently with minimal supervision

**QUALIFICATIONS**

- At least ten years of progressively greater responsibility and experience in the field of facilities operations, maintenance, design
- High School Diploma or equivalent
- Degree in Construction Management, Engineering is preferred; or a relevant mix of facility operations coursework and at least 5 years of directly relevant experience
- Valid Colorado driver's license with good driving record (yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Facilities

**WORKING CONDITIONS**

The work is performed both in an office and on a variety of job sites throughout the district

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors

**FLSA STATUS**

Exempt (P08)

**WORK YEAR**

260

Facilities Operations and Maintenance  
Manager

**SUMMARY OF FUNCTION**

Coordinates the effort to develop and regularly update an inventory of, and condition of, facilities, capital equipment and building systems throughout the district. Supervises the custodial and work order departments. Utilizes their communication, problem-solving, and time management skills to deliver services to meet custodial and work order system requirements. Oversees daily operations to ensure the provision of safe, reliable and efficient services.

**ESSENTIAL JOB FUNCTIONS**

- Manages the district's facility condition and preventive maintenance inspection (FC/PMI) system
- Performs and/or schedules periodic inspections, reviews and documents findings, maintains records, and develops corrective action plans
- Develops and maintains a database of information related to facilities, capital equipment and building systems
- Acts as project manager for assigned projects
- Acts as contracting officer's technical representative for compliance with contract requirements, and makes recommendations for work acceptance, payments and corrective actions
- Assists with periodic facility energy audits
- Independently drives to sites / projects as necessary to perform inspections or research issues
- Communicates status and corrective actions with school principals and administration regarding custodial and facility's needs
- Supervises and assists the Custodial Foreman/Inspector in the identification and implementation of continuous improvement opportunities and customer satisfaction
- Supervises daily operations and implements departmental corrective actions as needed
- Supervises performance of Work order department employees with emphasis on productivity, efficiency, and service
- Supervises all custodial and work order software planning, strategic activities to include the development of goals, policies, and procedures
- Develops budgets, reviews financial reports and documents related to custodial and the work order systems
- Oversees training, safety & custodial practices to ensure safe and efficient operations
- Supervises performance of department employees with emphasis on productivity, efficiency and custodial quality

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- A broad knowledge of a wide variety of building systems with detailed, expert knowledge in at least two major areas
- Ability to assess the condition of key pieces of capital equipment
- Strong computer skills in both standard (MS Office) and specialty software packages (like Brightly)
- Database expertise is preferred
- Ability to read and understand contracts, construction drawings and specifications
- Ability to supervise technical and support staff
- Ability to plan, supervise and evaluate the work of others
- Good people skills, with ability to work independently
- Ability to manage projects performed by contractors
- Ability to work cooperatively with others
- Ability to work independently with minimal supervision

JOB TITLE

JOB DESCRIPTION

**QUALIFICATIONS**

- At least ten years of progressively greater responsibility and experience in the field of facilities operations, maintenance, design
- High School Diploma or equivalent
- Degree in Architecture, Engineering, or a relevant mix of coursework and at least 5 years of directly relevant experience preferred
- Valid Colorado driver's license with good driving record (yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Assistant Director of Facilities

**WORKING CONDITIONS**

The work is performed both in an office and on a variety of job sites throughout the district

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors

**FLSA STATUS**

Exempt

**WORK YEAR**

260

## JOB TITLE

## JOB DESCRIPTION

Facility Use Rentals Mgr/Contract Specialist III

## SUMMARY OF FUNCTION

The Facility Use Rentals Manager/Contract Specialist III works under the supervisory direction of the Executive Director of Procurement and Contracting Department and is assigned the responsibility to provide effective and efficient management and supervision of the facility Use Rentals program for School District 11. Works in close cooperation with building staff to return rental revenues to schools while assuring maximum utilization of school buildings for educational, recreational and humans services programs for people of all ages. Additionally is responsible for contract management of all before and after school daycare contracts, school based agreements for student field trips, school venue rentals and athletic venue agreements. Other school requested agreements may include memorandum of understanding/memorandum of agreement when school space is requested for direct student support. Supports contract purchases for warehouse purchases and other adhoc simplified purchases as needed.

## ESSENTIAL JOB FUNCTIONS

- Supervises and evaluates all staff within the Facility use Rentals Department
- Manages rental contracts of District 11 facilities for non-district use
- Supervises the hiring for all facility use rentals which include site supervisors, auditorium managers, custodial and security overtime rental personnel
- Develops, implements and manages department budgets (revenue and operations)
- Tracks and reports all rental revenues including daycare contracts
- Ensures rental profits are returned to participating schools
- Administers year-round program for buildings, coordinates and schedules all building use outside of regular school program.
- Provides professional support to rental staff to ensure rental contracts are properly written and assigned
- Conducts evaluations of all rental programs
- Reviews and evaluates rental partnership agreements to assure equity and quality of partnerships contributions to schools
- Serves as a liaison between school staff and rental program
- Maintains a positive relationship within the team as well as with all elements of District administration staff and the community at large
- Serves on various task forces and committees relevant to Rental/activities and District 11 policy and procedures
- Directs staff in writing and implementing office goals and objectives to align with District goals and key performance indicators
- Designs and promotes marketing avenues for Rental program, this includes but is not limited to newspaper inserts, advertisements, flyers and brochures.
- Provides assigned schools with rental coordination, oversight and staff
- Coordinates payroll and billing for childcare rental program
- Manages daily office procedures including answering telephone inquiries, negotiating contracts and communicating with public, and school staff
- Ensures all rental payroll is reported and turned in at end of each month
- Can perform simplified purchase agreements, purchase orders, and other contract support as needed up to \$100,000.
- Ensures contracts for school related operations and use of district facilities and/or property are properly executed (includes but is not limited to field trips, venue rentals, daycare, and all district facility use agreements.
- Coordinates and supports Athletic Program needs regarding venues, activity agreements, and motorcoach bus rentals.
- Provides guidance as requested by schools on field trip agreements.

## OTHER DUTIES

- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of District 11 policy KF relating to non-district use of facilities, and hiring procedures
- Knowledge of related terms and conditions in rental and contract agreements
- Ability to problem solve
- Ability to be flexible in arranging work schedule and be on call as needed
- Ability to work cooperatively with a diverse group of people
- Ability to work under stress and independently
- Ability to perform sound analysis and take, or recommend, appropriated actions regarding rental contract conflicts
- Ability to use standard technology

JOB TITLE

JOB DESCRIPTION

software programs •Ability to communicate effectively in written and oral forms •Proven ability to think creatively and solve problems in innovative ways

QUALIFICATIONS

•Bachelor’s Degree in the area of Business (desired) •5 years’ experience as rental coordinator or contracting specialist or equivalent organizational/supervisory work •Proven experience with developing, implementing, monitoring, updating and tracking budget

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director of Procurement and Contracting Department  
Supervises all facility use rentals staff

WORKING CONDITIONS

This work is primarily performed in a typical office environment with periods of time at school sites or other District 11 buildings. On-site work is required to discuss rental programs and facility use agreements with site personnel. Work may be required on nights and weekends.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity, and is performed in offices and other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to twenty pounds; climb stairs, bend reach, hold grasp and turn objects; and use fingers to operate computer and typewriter key boards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Family Center Program Supervisor

**SUMMARY OF FUNCTION**

Responsible for the overall supervision, management and daily operation of the Early Learning Center (ELC)

**ESSENTIAL JOB FUNCTIONS**

- Facilitates the daily operation of the Early Learning Center, in accordance with all regulatory and contractual requirements, the policies and philosophy of the program, and with consideration of the individual needs and backgrounds of the children/families
- Establishes a good working rapport with High School Principals, Guidance Counselors and other relevant staff to ensure ELC enrollment is prioritized for the children of D11 teen parents.
- Together with ELC staff and the Director of Early Childhood, develops a quality improvement plan and assists program in achieving and/or maintaining a Colorado Shines Quality Rating.
- Reviews and approves lesson plans, documentation, assessments, etc. submitted by ELC classroom staff
- Plans and implements regular parent education and engagement activities, with consideration for the interests and needs of the program's teen parents.
- Supervises all ELC classroom staff, and volunteers, and implements methods to effectively utilize their services
- Maintains staff and volunteer files in accordance with all regulatory and partner requirements, including but not limited to: CBI, FBI and TRAILS background checks, qualifications, required training and professional development
- Plans, prepares and facilitates annual professional development for the ELC staff
- Completes Summative Evaluations and related tasks of ELC staff, as delegated by the Director of Early Childhood
- Maintains all regulatory requirements and standards, including but not limited to, childcare center rules and regulations from the Colorado Department of Early Childhood (CDEC), Division of Early Learning Licensing and Administration (DELLA) and The Colorado Department of Public Health and Environment (CDPHE).
- Maintains children's records in accordance with the Rules Regulating Child Care Centers, including but not limited to: enrollment, attendance, health, parent teacher conferences, and developmental observations/assessments.
- Ensures program compliance with relative Head Start Performance Standards (HSPS) and Community Partnership for Child Development (CPCD) policies and contractual obligations.
- Works cooperatively with the assigned CPCD Enrollment Specialist, Family Advocate, Nurse Consultant and other CPCD staff, as necessary.
- Markets the ELC and works cooperatively with CPCD staff to fill enrollment vacancies within 30 days to ensure no loss of revenue
- Ensures program compliance with Colorado Child and Adult Care Food Program (CACFP) regulations, including but not limited to: Eligibility, budgeting, purchasing, menu planning, meal preparation/service and record keeping.
- Completes and submits monthly CACFP reimbursement claims
- Ensures program compliance with all Colorado Child Care Assistance Program (CCCAP) rules and regulations, including billing and recordkeeping requirements
- Assists families in completing CCCAP applications and tracks all eligibility, approval, and redetermination dates
- Reviews children's attendance in CCCAP Attendance Tracking System (ATS) to ensure accurate revenue and completes manual claims as needed
- Facilitates team meetings and attends district meetings as recommended
- Participates in recommended training programs, conferences, courses and other activities contributing to professional growth

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of early childhood development
- Knowledge of childcare center rules and regulations, HSPS, CCCAP and CACFP
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to use effective marketing techniques
- Excellent communication skills, both writing and speaking
- High-level interpersonal skills
- Excellent organization, training, coordination and leadership skills

**QUALIFICATIONS**

- Must hold a valid and current Large Center Director Qualification from the Colorado Department of Early Childhood
- Must hold, or be able to obtain, a Colorado Shines/PDIS Trainer Credential
- Bachelor's Degree in Early Childhood Education (or related field) or an Early Childhood Professional Credential v3.0 level 4 or higher preferred.
- Experience in the management and operation of a large child care facility
- Experience in working with young children, infant/toddler experience preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Early Childhood

**WORKING CONDITIONS**

The work is primarily performed in the Early Learning Center, including the ELC infant/Toddler Classrooms

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

Family Engagement Coordinator

**SUMMARY OF FUNCTION**

Facilitate collaboration between departments, programs, staff, administrators and parents to increase family partnerships in education thereby helping to improve the quality of education and raise the level of students' academic achievement. Provide support, supervision and coordination to school-based family-parent utilizing structures and processes which result in meaningful parent and community involvement and break down the barriers that hinder meaningful parent involvement and parent-school collaboration.

**ESSENTIAL JOB FUNCTIONS**

-Support district and school administration and staff in their effort to engage every family using best practices as modeled in the Colorado Department of Education Family, School, and Community Partnerships Framework and the F.I.T. Family Involvement Toolkit.

- Identify and coordinate training needs for liaisons and school staff to understand and know principals of family engagement, policies and procedures, and community resources.
- Support the communication, between students, parents/guardians, schools and agencies regarding school regulations including attendance, behavioral and academic expectations, and cultural differences.
- Assist F.I.T. Volunteer Coaches in developing action plans to match their family involvement goals at their site
- Engage with the DAC chair and the Training and SAC Support committee to support their efforts to inform and encourage parents as partners in their students' education
- Coordinate quarterly learning opportunities for parents to become more familiar with curriculum and how they can engage with their students at home to support additional learning opportunities
- Act as an intermediary and linguistic/cultural liaison for students, parents/guardians, schools and agencies.
- Continually research programs nationally and statewide that enhance the family school connection, i.e. The Parent Teacher Home Visit Project, 5Essentials, etc.
- Support professional learning opportunities to increase the knowledge of liaisons, and F.I.T. Volunteer Coaches to deepen their understanding of effective family engagement.
- Works with community partners and D11 staff to offer a variety of education opportunities for families

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Operating knowledge of the District 11 School District, highly desirable
- Requires oral communication, basic writing, interpersonal, phone etiquette, and computer and office software, general office equipment at time of hire.
- Ability to interact well with parents, students and outside agencies

**QUALIFICATIONS**

Bachelor's Degree in education or social sciences related field preferred. Up to three years of experience in the area of working with children, families and/or community agencies.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Community Engagement -Volunteer Administrator

**WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

**The work is performed in a typical office environment, with some travel to school or community partner settings**

**JOB TITLE JOB DESCRIPTIONS PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

Field Technician / Asset Coordinator

**SUMMARY OF FUNCTION**

Assists the Director of Technical and Support Services with the requisition of parts and is the main administrator for the parts inventory system related to technology device repair and maintenance. Conducts initial inventory, asset tagging, and coordinates distribution of technology devices to district locations. Regularly conducts inventory audit of replacement parts and hot swap devices to ensure continuous device availability for staff and students. Continuously monitors supply levels to allow for expeditious hardware repairs of the district technology devices. Responsible for the intake of newly purchased technology supplies, parts, and devices. Additionally, responsible for providing exceptional service through the installation, operation, diagnosing, analyzing, maintaining, troubleshooting, and repairing district technology which includes computers, printers, tablets, and similar equipment for all schools and sites within Colorado Springs School District #11.

**ESSENTIAL JOB FUNCTIONS**

- Maintains and tracks inventory levels to preserve adequate supply for a high turnover system of parts to ensure timely repairs.
- Advises the Director of Technology and Support Services of trends or major changes that will affect repairs and/or budget related to repairs.
- Collaborates regularly with District SCCM Admin and MDM Admin to set up new device image driver requirements and potential application packages, to include accurate entries and placement in Active Directory.
- Leads the Field Technicians and other Technical and Support Services staff with large device deployment projects throughout the school year and especially during the summer months when the large replacement orders arrive at Technical and Support Services.
- Coordinates the reimaging, power-washing, and wiping of student devices each summer.
- Produces reports necessary to accurately account for spending.
- Conducts regular audits and updates of technology inventory, both devices and parts, on a monthly, quarterly, and annual basis to ensure fiscal responsibility and stewardship of resources.
- Leads the Technical and Support Services team in keeping track of inventory and redistributing devices and technology to schools as needed.
- Can independently handle all routine and many non-routine inquiries and problems.
- Responds to requests from Support Center, aka Help Desk, for support or identified problems related to technology.
- Deploys, maintains, troubleshoots, and repairs systems operating on Windows, macOS, iOS, and Android platforms as well as printers and other related technology equipment, with occasional basic network troubleshooting.
- Consults with end users to create hardware, software, and system solutions using problem solving and analysis techniques and procedures to ensure a district-wide standardized and supportable operating structure. This work includes school / site visits, on site repairs, pickup and delivery of technology, planning, and occasional implementation of pilot projects.
- Tests and / or modifies computer systems and / or programs, including products in beta, as prescribed by user and / or system design specifications in order to work on standardized district computer image. This work will also include proper documentation of process and procedures used within help desk / ticketing software and / or support center knowledge base.
- Works closely with network, telecommunications, and other departments to install, maintain and troubleshoot network connectivity.
- Works cooperatively with other departments and schools to improve operation and efficiency of technology.
- Develops and implements in-service training activities for users and staff on best practices, troubleshooting, and reporting problems.

- Provides technical and in-service assistance for inter/intra network communications including voice, data, and video.
- Proficient with current operating systems, including Windows, macOS, Android, and iOS.
- Maintains constant and relevant knowledge of developments and changes in the technology field.
- Substitutes for Support Center, help desk, personnel absentees.
- Responsible for coordinating the recycling of outdated and unused devices and technology.
- Work with the Director of Technical and Support Services to anticipate and determine needs for device cycle replenishment.
- Organizes the receiving and transferring of assets and communicates with ITLS and Finance to determine that assets are entered correctly into inventory management systems.

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Strong organizational skills and expert knowledge of inventory systems.
- Demonstrated proficiency with all Microsoft Office products, expert skills with Microsoft Excel a plus.
- Ability to lead effectively, work collaboratively, and synchronize effectively with others that possess both technical and non-technical backgrounds.
- Knowledge of the principles, concepts, practices, and the understanding of a wide variety of operating systems as well as WAN/LAN protocols including Windows XP, Windows 7, Windows 10, Windows Server 2008 and higher, macOS X 10.11.x and higher, TCP/IP stack. Knowledge of the principles, concepts and practices of networking, configuration, hardware, and software as applied to the requirements of the District.
- Ability to plan, install, operate, and maintain site technology hardware and software.
- Ability to communicate effectively using strong written, verbal, and electronic communication skills.
- Experience remotely managing workstations.
- Printer and peripheral maintenance and repair.

#### **OTHER DUTIES**

Performs related work as required.

#### **QUALIFICATIONS**

- Bachelor degree in Information Systems, Computer Science, Telecommunications, Network Management and/or directly related field or equivalent work experience (relevant experience can be substituted for educational requirements).
- Industry recognized certifications such as CompTIA A+, Network+, MCSA, or similar certifications preferred.
- Minimum three years of experience in multi-platform (macOS/PC/iOS/Android) environment.
- Minimum three years of experience with inventory systems and tracking of systems related parts inventory with additional audit experience preferred (PeopleSoft experience a plus).
- Demonstrated ability to learn new technologies and to seek certification for some.
- Demonstrated competencies in the use of a variety of instructional and business platforms, operating systems, and related technologies.
- Valid Colorado State driver's license and acceptable driving record

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Technical and Support Services.

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

This work can and will be performed in multiple locations to include a warehouse, repair shop, office, and/or other field work at remote locations.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Finance Accounting Manager

## SUMMARY OF FUNCTIONS

The Finance Accounting Manager for the Department of Fiscal Services will be assigned responsibility to provide technical accounting support to the Director, Fiscal Services who provides team support to the Chief Financial Officer. This position is responsible for internal and external financial reporting for the District, including preparation of the Comprehensive Annual Financial Report (CAFR). In addition, the Finance Accounting Manager is responsible for PeopleSoft Financial systems data integrity and will act as the lead for all system upgrades.

## ESSENTIAL JOB FUNCTIONS

- Supervises staff, directs and oversees work assigned to others in Fiscal Services
- Key member of the team preparing the Comprehensive Annual Financial Report (CAFR)
- Prepares work papers and supports the completion of the annual audit by external auditors
- Assists in preparing of documents needed for the State cash flow loan program including cash flow modeling, monitoring and reporting
- Assists the Director in managing the District's cash and investments
- Assists the Director with preparation of external financial reports, including CDE-3 annual year-end financial transmission
- Prepares, review, and drafts statements including footnotes for monthly and quarterly Board of Education financial statements
- Maintains critical accounting records and keeps current with any changes in governmental accounting and financial reporting standards as published by the Governmental Accounting Standards Board (GASB)
- This includes self-study as well as continuing education offered at industry seminars and conferences
- Prepares statements to comply with GASB Statements
- Provides leadership and support through committees and meetings to resolve issues, including recommendations to improve, simplify and provide services to schools and departments
- Manages reporting issues and activities of all funds, including individual fund financial analyses, budget preparation, staffing analysis, cash flow projections and fund balance forecasts
- There are 20 + funds with different needs and issues
- Develops statistical and analytical spreadsheet analyses as required for various financial systems and applications, including development of custom query and nVision reports
- Automation of various manual procedures and processes using People Soft nVision and query tools
- Uses trouble shooting and problem solving skills to solve People Soft performance issues with limited technical assistance from Information Services personnel
- Maintains data integrity and modifies system as required, including year-end closing procedures and calendars that affect other departments. Manages and oversees specific financial modules, including:
  - Accounts receivable
  - Accounts payable
  - Assets
  - Cash reconciliation
  - General ledger
  - Inventory and warehouse
- Provides technical assistance and support to fiscal services staff regarding maintenance and design of PeopleSoft queries
- Performs general ledger reconciliations and journal entries
- Reviews general ledger reconciliations and entries prepared by accounting

JOB TITLE

JOB DESCRIPTION

- technicians
- Prepares working papers to support period-end balances
  - Coordinates working paper file preparation, by fund, for annual financial audit
  - Maintains accounting information in accordance with applicable record retention (archive) laws, policies and regulations
  - Oversees charter schools' financial information as it applies to the District's financial reporting
  - Performs other related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of accounting principles and practice as applied to governmental accounting
- Knowledge of Colorado state school laws and Colorado Department of Education financial policies and procedures
- Ability to keep apprised of developments and changes in the governmental accounting and education fields
- Requires an efficient, self-starter, who has the ability to work with minimal supervision and support the goals of the Fiscal Services Department
- Ability to analyze accounting data and prepare financial reports and statements
- Advanced knowledge level of nVision reporting tool from development to maintenance
- Mastery of spreadsheet and database software with the ability to train others
- Advanced skills in trouble shooting and problem solving
- Ability to communicate effectively and cooperate with others

QUALIFICATIONS

- MBA, CPA, CMA OR CGFO preferred.
- College degree and a minimum of 18 semester hours in accounting
- Five years experience in government accounting procedures
- Five years supervisory experience

ORGANIZATIONAL RELATIONSHIPS

- Reports to Director of Fiscal Services
- Works directly with other departmental and District personnel

WORKING CONDITIONS

The work is performed in a typical office environment

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Finance Accounting Manager

## SUMMARY OF FUNCTIONS

The Finance Accounting Manager for the Department of Fiscal Services will be assigned responsibility to provide technical accounting support to the Director of Fiscal Services who provides team support to the Chief Financial Officer. This position is responsible for internal and external financial reporting for the District, including preparation of the Comprehensive Annual Financial Report (CAFR). In addition, the Finance Accounting Manager is responsible for PeopleSoft Financial systems data integrity and will act as the lead for all system upgrades.

## ESSENTIAL JOB FUNCTIONS

- Supervises staff, directs and oversees work assigned to others in Fiscal Services
- Key member of the team preparing the Comprehensive Annual Financial Report (CAFR)
- Prepares work papers and supports the completion of the annual audit by external auditors
- Prepares documents needed for the State cash flow loan program including cash flow modeling, monitoring and reporting
- Assists the Director in managing the District's cash and investments
- Assists the Director with preparation of external financial reports, including CDE-3 annual year-end financial transmission
- Prepares, reviews, and drafts statements including footnotes for monthly and quarterly Board of Education financial statements
- Maintains critical accounting records and keeps current with any changes in governmental accounting and financial reporting standards as published by the Governmental Accounting Standards Board (GASB)
- This includes self-study as well as continuing education offered at industry seminars and conferences
- Prepares statements to comply with GASB Statements
- Provides leadership and support through committees and meetings to resolve issues, including recommendations to improve, simplify and provide services to schools and departments
- Manages reporting issues and activities of all funds, including individual fund financial analyses, budget preparation, staffing analysis, cash flow projections and fund balance forecasts
- There are 15 + funds with different needs and issues
- Develops statistical and analytical spreadsheet analyses as required for various financial systems and applications, including development of custom query and nVision reports
- Automation of various manual procedures and processes using People Soft nVision and query tools
- Uses trouble shooting and problem solving skills to solve People Soft performance issues with limited technical assistance from Information Services personnel
- Maintains data integrity and modifies system as required, including year-end closing procedures and calendars that affect other departments. Manages and oversees specific financial modules, including:
  - Accounts receivable
  - Accounts payable
  - Assets
  - Cash reconciliation
  - General ledger
  - Inventory and warehouse
- Provides technical assistance and support to fiscal services staff regarding maintenance and design of PeopleSoft queries
- Performs general ledger reconciliations and journal entries
- Reviews general ledger reconciliations and entries prepared by accounting

JOB TITLE

JOB DESCRIPTION

- technicians
- Prepares working papers to support period-end balances
  - Coordinates working paper file preparation, by fund, for annual financial audit
  - Maintains accounting information in accordance with applicable record retention (archive) laws, policies and regulations
  - Oversees charter schools' financial information as it applies to the District's financial reporting

OTHER DUTES

- Performs other related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of accounting principles and practice as applied to governmental accounting
- Knowledge of Colorado state school laws and Colorado Department of Education financial policies and procedures
- Ability to keep apprised of developments and changes in the governmental accounting and education fields
- Requires an efficient, self-starter, who has the ability to work with minimal supervision and support the goals of the Fiscal Services Department
- Ability to analyze accounting data and prepare financial reports and statements
- Advanced knowledge level of nVision reporting tool from development to maintenance
- Mastery of spreadsheet and database software with the ability to train others
- Advanced skills in trouble shooting and problem solving
- Ability to communicate effectively and cooperate with others

QUALIFICATIONS

- CPA or candidate preferred.
- College degree and a minimum of 18 semester hours in accounting
- Five years experience in government accounting procedures preferred

ORGANIZATIONAL RELATIONSHIPS

- Reports to Director of Fiscal Services
- Works directly with other departmental and District personnel

WORKING CONDITIONS

The work is performed in a typical office environment

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Financial Clerk – SPED

**SUMMARY OF FUNCTIONS**

The SPED Financial Clerk provides administrative and technical support to ensure efficient and effective operation of the SPED Administrative Office. This position tracks Medicaid-related fiscal activities to ensure timely and compliant spending. Maintains accurate and current fiscal and programmatic records for the SPED Administration Office. Assists in providing financial oversight and guidance for federal, state and local funding to the district and its schools/departments, ensuring compliance with applicable policies, regulations and spending guidelines. Performs a wide range of tasks related to accounting, payroll, reconciliation and procurement functions.

**ESSENTIAL JOB FUNCTIONS**

- Monitors accounting functions and activities for Medicaid and IDEA/ECEA funds as assigned
- Liaisons with Transportation Department concerning transportation logs and other data
- Processes payroll submissions and maintains payroll reports
- Maintains accounting records according to District's retention policies, in addition to Department's EOY policies
- Ensures accounting documents and reconciliations are prepared accurately by coordinating with the Medicaid Manager and SPED Senior Accountant
- Assists with developing budgets for the Medicaid Program in compliance with grant guidelines, board policies and other school regulations
- Assists Individualized Education Facilitators, Medicaid Manager and Senior Accountant with supply and equipment orders and other procurement functions
- Reconciles purchases with Budget Transaction Report and updates Medicaid spreadsheets weekly
- Monitors Medicaid expenditures, reviewing and coordinating with Director of Individualized Education and Medicaid Manager
- Assists Medicaid Manager with training SPED Paraprofessionals with documentation concerning data entry in the EzEdMed system
- Reviews invoices for correct dates/charges, etc. and processes invoices in a timely manner
- Processes mileage reimbursements, extra duty time sheets, check requests, travel requests, etc.
- Assists in the preparation and maintenance of accounting and financial reports in accordance with District and BOE policies
- Enters and maintains financial data into Excel and PeopleSoft system
- Assists in gathering documentation and materials for financial audits and year-end close
- Verifies student information in EzEdMed with PowerSchool data
- Provides customer service to parents and staff as necessary
- Works independently at a consistent, high level of performance and as an effective member of a work team

**OTHER DUTIES**

- Performs other duties as assigned

**QUALIFICATIONS**

- Associate's degree in business administration, accounting or finance or equivalent work experience (preferred)
- Four years' financial experience, preferably in governmental or school district environments
- Excellent communication skills both verbal and written
- Strong attention to detail
- Demonstrated proficiency with Excel
- PowerSchool experience (preferred)
- Self-starter who follows through until task or project is completed

JOB TITLE

JOB DESCRIPTION

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by Director of Individualized Education

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. Work requires the ability to speak normally and use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt (N10)

**WORK YEAR**

207 Days

Financial Specialist - Grants

**SUMMARY OF FUNCTIONS**

The Grants Financial Specialist provides administrative and technical support to ensure efficient and effective operation of the grants office and Designated Purpose Grant Funds. Assists in providing knowledgeable financial oversight and guidance for federal, state and local/private grants awarded to the district and its schools/departments, ensuring compliance with applicable policies, regulations and spending guidelines. Performs a wide range of tasks related to budgeting, accounting, reconciliation and procurement functions. Supports the Grants Business Manager in analyzing budget trends and spend down, implementation of governmental fiscal policy and regulations, interpretation of grant-related statutes and tracking of the multiple funding streams that comprise the Designated Purpose Grant Fund (DPGF) as well as related general fund accounts.

**ESSENTIAL JOB FUNCTIONS**

- Interpret Board Policy as well as specific laws related to DPGF – e.g. OMB 2CFR200, EDGAR applicable grant regulations, funder specific terms, etc.
- Conduct accounting and budgeting functions for DPGF as assigned and using knowledge of applicable policy and law
- Process and maintain payroll reports
- Create, review, and input journal entries
- Review DPGF FTE through HR system for budgetary purposes
- Prepare and review request for funds with appropriate documentation
- Prepare departmental cash receipt and revenue reports
- Prepare budget transfers
- Ensure budget documents are prepared accurately by coordinating the preparation and reconciliation of the proposed, recommended, amended and supplemental budget cycles, in coordination with the Grants Business Manager
- Assist with developing budgets for grant proposals in coordination with Director of Grants and project directors and review budgets for accuracy, adequacy and compliance with grant guidelines, board policy and other laws and terms
- Apply grant regulation knowledge to enhance/ensure district grant fiscal compliance
- Review reports for errors
- Assist project directors with revised budgeting for submittal to funders for approval prior to obligation of expenses
- Assist in analytical and reconciliation support in the preparation of the annual District 11 DPGF budget presented to the Board of Education.
- Monitor and trouble-shoot grants' spend-down, coordinating with Director of Grants and Grants Business Manager as well as project directors,
- Prepare reports for district use, as assigned
- Train grant clerks, grant project directors and others as appropriate in budgeting and fiscal-related tasks as well as related policies and regulations
- Document key grants fiscal/budget procedures and processes.
- May include preparation of draft financial policies and procedures relating to grants
- Forecast spending and drawdowns on state, federal and local / private grants awarded to the district and its schools, as assigned
- Assist the Grants Business Manager in the preparation of the Annual Financial Report as needed.
- Assist in the preparation and maintenance of grant budgets, including preparation of correcting entries as needed to ensure the accuracy of the financial information maintained within the district's financial software (Oracle Based).

- Verify accuracy of data
- Assists Grants Business Manager with preparing A-133 audit, desk audits, etc.
- Assist Grants Business Manager with reviewing accounting working papers for year-end close
- Respond and attempt to resolve in a positive manner problems, customer complaints, and other issues
- Coordinate materials preparation for informational presentations
- Maintain files according to established procedures and regulations to ensure sufficient for audits and other purposes
- Work independently at a consistent, high level of performance and as an effective member of a work team
- Display effective communication skills both oral and written

#### OTHER DUTIES

- Performs other duties as assigned

- 

#### QUALIFICATIONS

- Associate's degree in business administration, accounting or finance or equivalent work experience
- Three (3) years business analysis experience preferably in governmental or school district environments
- Excellent communication skills both verbal and written
- Strong mathematical, analytical and problem-solving skills
- Strong attention to detail
- Demonstrated proficiency with financial accounting software packages
- Experience and mastery level proficiency with Microsoft Excel – (subtotals, macros, formulas, linking, pivot tables, etc.) and other Office products.
- Self-starter who follows through until task or project is completed

#### PREFERRED QUALIFICATIONS

- Experience in grants-related fiscal management / budgeting, preferably in governmental or school district environments
- Proficient in chart of accounts
- Understanding / experience implementing grants compliance regulations (e.g. 2 CFR 200, EDGAR applicable grant regulations, funder specific terms, etc.)
- Bachelor's Degree or equivalent work experience in business administration, accounting or finance

#### ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by Director of Grants or designee

#### WORKING CONDITIONS

The work is performed in a typical office environment.

#### PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

#### FLSA STATUS

Nonexempt

#### WORK YEAR

260 Days

JOB TITLE

JOB DESCRIPTION

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Fleet Maintenance Manager

## SUMMARY OF FUNCTION

Manages the Fleet Maintenance Section of the Transportation Department. Oversees the daily maintenance and repair of the district's student transportation assets to insure the provision of safe, reliable and efficient transportation services. Oversees the daily maintenance of the district's support vehicles and associated equipment, school emergency power-generator equipment and ground support equipment.

## ESSENTIAL JOB FUNCTIONS

- Supervises, assigns duties to and evaluates all fleet maintenance personnel
- Ensures that all student transportation vehicles are in compliance with Federal Department of Transportation (DOT) and Colorado Department of Education (CDE) regulations
- Ensures that all scheduled and non-scheduled maintenance is performed and documented, to include the use of automated maintenance management systems
- Analyzes and/or diagnoses problems to determine proper corrective measures. Estimates repair times, parts and equipment needed. Requisitions parts and assigns work orders
- Maintains all reports and documentation that is required or requested by the department, district or state
- Prepares reports for evaluation of fleet maintenance effectiveness and efficiency
- Assists in the preparation of vehicle specifications for district fleet purchases
- Makes recommendations concerning student and support fleet composition and serviceability
- Ensures that all vehicles necessary to perform daily student transportation services and district facilities maintenance support are operational and in safe working condition
- Includes school buses, support vehicles, support equipment (i.e. graders, trailers, lawn and snow removal equipment, etc.)
- Ensures the safety of all vehicles through routine preventative maintenance, scheduled quarterly and annually
- Inspects completed maintenance performed by mechanics
- Coordinates with the Transportation Operations Manager to ensure effective utilization and condition of transportation assets by drivers and driver assistants, scheduling of required maintenance and resolution of driver equipment safety concerns
- Serves as Third Party Vehicle Inspector for the State of Colorado and Colorado Department of Education Serves as State of Colorado Opacity Compliance Coordinator
- Ensures Colorado State Air Emissions Program Standards are maintained
- Prepares annual budget requirements for parts and equipment purchases
- Processes and tracks purchase orders, maintaining all parts stock and order of all supplies related to maintenance support operations
- Conducts, coordinates and provides training, as required, for equipment operators and mechanics. Ensures cross-training of all assigned personnel
- Orders, maintains and provides accountability for diesel and gasoline stocks
- Responsible for HAZMAT compliance with Federal, State and local laws, regulations and guidelines
- Maintains documentation of services provided and assists in the preparation of all required reports
- Schedules personnel for shift work to meet operational requirements
- Directs response to road calls
- Is on call / schedules and on call mechanic for late night, weekend and overtime emergency situations Provides support to other school districts external to D-11 as required

JOB TITLE

JOB DESCRIPTION

OTHER DUTIES

- Performs all other related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Excellent communication skills, to include oral and written communications
- Ability to draft and produce letters, reports and operational manuals/handbooks
- Ability to work effectively with others and provide effective leadership
- Ability to plan, supervise and evaluate the work of others
- Knowledge and ability to use personal computers, to include word processing and data-base management programs
- Knowledge of Federal and State laws as they apply to student transportation

QUALIFICATIONS

- Associates of Science Degree in Automotive Mechanics, with over three years supervisory experience in the transportation field, or
- High school diploma/equivalent with over 10 years experience in transportation field to include driving, training, maintenance, and/or supervisory equivalent responsibilities
- Valid driver’s license, capable of obtaining and maintaining a commercial driver’s license within 3 months of employment that includes medical qualifications required by Federal Motor Carrier Safety Regulations

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Transportation. Supervises all fleet maintenance personnel. Works in coordination and cooperation with the Routing Scheduling Supervisor / Transportation Technology Coordinator and Transportation Operations Manager.

WORKING CONDITIONS

Work is performed in office / garage environment at the district Facilities Operations and Transportation Center.

PHYSICAL DEMANDS

Performed in the office, garage and on district vehicles. The work is partly sedentary with periods of moderate physical activity. Typical positions require worker to walk or stand for long periods, lift and carry up to 100 pounds; climb stairs and ladders and scaffolding; bend, kneel, crouch and crawl; hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

JOB TITLE

JOB DESCRIPTION

Food Server

SUMMARY OF FUNCTION

Assists in the service of school meals.  
Works under general supervision.

ESSENTIAL JOB FUNCTIONS

- Demonstrates positive customer service attitude at all times
- Assists in the service of prepared food to students and staff. May serve on food line or as cashier to collect tickets and/or monies for payment
- Cleans and disinfects work area and facilities
- Stocks supply shelves and monitors kitchen supplies as needed

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knows and practices positive customer service skills
- Knowledge of general kitchen work and sanitation practices
- Ability to perform general kitchen duties
- Ability to communicate effectively
- Ability to work cooperatively and effectively with others

QUALIFICATIONS

- High School diploma or equivalent

ORGANIZATIONAL RELATIONSHIPS

Reports to Elementary or Secondary Kitchen Manager or to Production Center Manager

WORKING CONDITIONS

The job duties and work is performed in a kitchen and/or dining area in an elementary, middle, or high school, not to include food production work.

PHYSICAL DEMANDS

The work is regularly active. Typical positions required workers to walk or stand for long periods; lift and carry up to 15 pounds from floor to waist and 15 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold grasp and turn objects; feel the temperature of food items; and use hands/fingers to operate kitchen equipment, computers and typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Foreign Language Coordinator

SUMMARY OF FUNCTION

Coordinates meetings for foreign language teachers in the areas of curriculum, instruction, and assessment. This is a half time position.

ESSENTIAL JOB FUNCTIONS

- Student achievement goals in the Strategic Plan focus on ensuring high academic performance by all students
- This person is responsible for supporting the curriculum plans for Foreign Languages, as well as identifying short-term assessments for benchmarking
- Provides assistance and guidance to staff on methods and program directives from Multilingual Facilitator
- Plans, coordinates and communicates staff development strategies and activities for staff at both the middle and high school levels

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of educational pedagogy as applied to language acquisition in a 21st century model
- Knowledge of foreign language standards and benchmarks
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others
- Strong technology skills

QUALIFICATIONS

- Minimum education -B.A. or B.S. from accredited college or university
- Three years experience in foreign language teaching at the secondary level
- Knowledge and experience in writing and assessing curriculum in a 21st century model

ORGANIZATIONAL RELATIONSHIPS

Reports to Multilingual Facilitator

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites.

FLSA STATUS

Exempt

Free and Reduced Coordinator

**JOB DESCRIPTION SUMMARY**

Responsible for all aspects of program management of the district's free and reduced-price meal program as required by the Colorado Department of Education Office of School Nutrition and the regulations governing the National School Lunch and Breakfast Programs. Performs advanced data analysis as it relates to the National Breakfast and Lunch program which includes compiling and tabulating data, checking documents for accuracy, processing applications, and maintain files for audit purposes. Develops and promotes good community relations among various school staff and clientele.

**ESSENTIAL DUTIES**

- Works with the Department of education, Department of Agriculture, and district stakeholders to assure Free and Reduced data is compiled in a timely manner to meet all State and Federal regulations.
- Produces, formats, scans, and reviews, input templates to be compatible with optical scanning devices.
- Provides documentation, training, and support to users and district personnel in relation to the Free and Reduced program.
- Suggests methods of maintaining quality of user systems and data.
- Maintains accurate and compliant electronic and printed records for audit purposes.
- Notifies appropriate personnel of exception and irregularities.
- Collects organizes and reviews data for district wide reports.
- Coordinates with district and charter school liaisons to implement homeless and migrant meal benefits.
- Coordinate and complete processes for Direct Certification and Verification per state and program regulations.
- Works with Information Systems to collect and compile data for the district's pupil and at-risk counting process.
- Compilation and distribution of meal application packet information.
- Prepare, compile and maintain all relevant information and data for use in Administrative Review processes and yearly At-Risk Audits required for the department to participate in National School Lunch and Breakfast programs.
- Responds to inquiries, via phone or in person, from office visitors, schools, other departments, outside agencies and the public regarding specialized information, records, policies, procedures and services related to the Child Nutrition program and its processes.
- Responsible for the distribution of free and reduced participation reports for district personnel while maintaining strict confidentiality guidelines and protocol per program state and federal regulations.
- Participate in annual Colorado Department of Education training and certification as required and related to free and reduced-price meal processes.
- May be required to work additional hours during key processing and procedure periods.
- Performs other duties as assigned or requested.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office equipment including desktop computers, copy machines and adding machines
- Ability to process and manage highly confidential information
- Possesses a professional manner and appearance
- Excellent organizational, time management, and customer service skills
- Proficient in use of computers and in Microsoft Office Suite, specifically Word, Excel and Publisher
- Works independently at a consistently high level of performance
- Excellent communication skills, both written and oral

JOB TITLE

JOB DESCRIPTION

- Working knowledge of conflict resolution methods
- Maintain current knowledge of District, Federal, State, and Local Government guidelines, regulations, policies, and procedures
- Must be able to maintain a high level of accuracy
- 

**QUALIFICATIONS**

- High School diploma or higher with course work in office practices.
- Knowledge of the Free and reduced priced meals process for the National School Lunch and Breakfast Programs.
- Ability to obtain and retain certifications for Free and Reduced Priced Meals Eligibility, Direct certification, and Verification.
- Two years of experience in clerical or secretarial fields.
- Knowledge of word processing, database and spreadsheets.
- Working knowledge of Spanish (bilingual preferred).
- 

**ORGANIZATIONAL RELATIONSHIPS**

Reports to appropriate department head

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects; and have good dexterity to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FSLA STATUS**

Non-exempt

**WORK YEAR**

260 days

## JOB TITLE

## JOB DESCRIPTION

Freshman Academy Coordinator

**SUMMARY OF FUNCTION**

Articulates the vision of Wasson Colorado School of Innovation and its Freshmen Academy to the school community including students, parents, faculty, and community members. Recruits students who demonstrate an interest in the School of Innovation theme of study of each academy. Monitors the progress of students and guides them for success in preparation to enter college or career after high school. Facilitates transition to post secondary education experiences for the students so they will be successful as life-long learners. Reports directly to the school principal and works in close collaboration with the Wasson School of Innovation Academy Coordinator.

**ESSENTIAL JOB FUNCTION**

- Works collaboratively with the Wasson School Freshmen Academy Coordinator and Staff
- Works exclusively with freshmen minority students, regardless of performance level
- Works collaboratively with feeder middle schools to identify freshmen minority student needs
- Will use data to identify students' academic and behavioral needs and provide intervention services within the regular classroom, working in collaboration with regular core subject teachers
- Ensures that incoming freshman minority students attend one or more Wasson Prep programs in the summer between their eighth and ninth grade year to improve basic skills in literacy, math and science
- Attends monthly meetings:
  - With the Academy Director and the Instructional Improvement Officers (AP for instructional leadership, SALT,&/or Freshman Academy) to develop, utilize and shares strategies for success
  - Meets monthly with the Instructional Improvement Officer and principal to discuss status and progress of the Freshmen Academy program
- RECRUITMENT/MARKETING
  - Assists the Freshmen Academy Coordinator in planning expanded Student-Parent-Teacher Team conferences to further improve communication with families for freshmen minority students
  - Assists the Freshmen Academy Coordinator in disseminating brochures and applications to families and community members for Wasson Colorado School of Innovation to freshmen minority students
  - Assists the Freshmen Academy Coordinator in developing promotional materials (brochures, power point presentations, TV clips, etc.) to promote the Freshmen Academy program to freshmen minority students
  - Assists the Freshmen Academy Coordinator in developing mentorships and internships for freshmen minority students in the Freshmen Academy
  - Assists the Freshmen Academy Coordinator in developing individual career and academic plans, and provides resources for homework support, college planning, financial aid, ACT and SAT preparation for freshmen minority students
- STUDENT ACHIEVEMENT
  - Meets monthly with Freshmen Academy Teachers and students to monitor student achievement through conferencing with freshmen minority students, communicating with advisors, checking student syllabi, and communicating with parents
  - Assists the Freshman Academy Coordinator in hosting and promoting regular Parent Education Nights to share instructional strategies and extended learning opportunities for freshmen minority students
  - Monitors with an assigned academy counselor freshmen minority students' schedules to assure that assigned classes meet the academies' requirements
  - Monitors freshmen minority student's success in classes by observations, benchmark tests, progress reports, attendance, meeting with teachers, and

JOB TITLE

JOB DESCRIPTION

parent and student conferences

- Keeps accurate records of freshmen minority students' participation in the Academy

QUALIFICATIONS

- Bachelor's degree in Education required, with knowledge of working with minority students and closing the achievement gap preferred
- The term of employment is ten months

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

Freshmen Academy Interventionist

**SUMMARY OF FUNCTION**

Articulates the vision of Wasson Colorado School of Innovation and its Freshmen Academy to the school community including students, parents, faculty, and community members. Recruits students who demonstrate an interest in the School of Innovation theme of study of each academy. Monitors the progress of students and guides them for success in preparation to enter college or career after high school. Facilitates transition to post secondary education experiences for the students so they will be successful as life-long learners. Reports directly to the school principal and works in close collaboration with the Wasson School of Innovation Academy Coordinator.

**ESSENTIAL JOB FUNCTION**

- Works collaboratively with the Wasson School Freshmen Academy Coordinator and Staff
- Works exclusively with freshmen minority students, regardless of performance level
- Works collaboratively with feeder middle schools to identify freshmen minority student needs
- Will use data to identify students' academic and behavioral needs and provide intervention services within the regular classroom, working in collaboration with regular core subject teachers
- Ensures that incoming freshman minority students attend one or more Wasson Prep programs in the summer between their eighth and ninth grade year to improve basic skills in literacy, math and science
- Attends monthly meetings:
  - With the Academy Director and the Instructional Improvement Officers (AP for instructional leadership, SALT,&/or Freshman Academy) to develop, utilize and shares strategies for success.
  - Meets monthly with the Instructional Improvement Officer and principal to discuss status and progress of the Freshmen Academy program.
  - Assists the Freshmen Academy Coordinator in planning expanded Student-Parent-Teacher Team conferences to further improve communication with families for freshmen minority students
  - Assists the Freshmen Academy Coordinator in disseminating brochures and applications to families and community members for Wasson Colorado School of Innovation to freshmen minority students
  - Assists the Freshmen Academy Coordinator in developing promotional materials (brochures, power point presentations, TV clips, etc.) to promote the Freshmen Academy program to freshmen minority students
  - Assists the Freshmen Academy Coordinator in developing mentorships and internships for freshmen minority students in the Freshmen Academy
  - Assists the Freshmen Academy Coordinator in developing individual career and academic plans, and provides resources for homework support, college planning, financial aid, ACT and SAT preparation for freshmen minority students
- STUDENT ACHIEVEMENT
  - Meets monthly with Freshmen Academy Teachers and students to monitor student achievement through conferencing with freshmen minority students, communicating with advisors, checking student syllabi, and communicating with parents
  - Assists the Freshman Academy Coordinator in hosting and promoting regular Parent Education Nights to share instructional strategies and extended learning opportunities for freshmen minority students
  - Monitors with an assigned academy counselor freshmen minority students' schedules to assure that assigned classes meet the academies' requirements
  - Monitors freshmen minority student's success in classes by observations, benchmark tests, progress reports, attendance, meeting with teachers, and parent and student conferences

JOB TITLE

JOB DESCRIPTION

- Keeps accurate records of freshmen minority students’ participation in the Academy

QUALIFICATIONS

- Bachelor's degree in Education required, with knowledge of working with minority students and closing the achievement gap preferred
- The term of employment is ten months

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

Gifted Resource Teacher

**SUMMARY OF FUNCTION** This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible citizens. The instructional position serves as an educational advocate and deliverer of programming and instructional services for formally identified GT students through student, parent, and teacher contacts. Progress will be enhanced by meeting the following goal areas of the program: promote high academic achievement for each student; present meaningful and challenging learning experiences that address the unique needs of each building’s gifted population; address unique social and emotional needs; support future planning and provide opportunities for sustained, creative learning.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district’s philosophy of education and instructional goals and objectives
- Provides effective instructional techniques for gifted students
- Collaborates with teachers to provide differentiated curriculum to meet advanced proficiency levels or to exceed standards
- Serves as a resource in the school’s academic infrastructure sharing information about the unique needs, both academic and social-emotional, of GT students; e.g., via staff development
- Ensures that curriculum for GT students is aligned with state standards and is focused on student data and achievement
- Monitors student progress by analyzing achievement data and formative assessment results
- Identifies GT students within the school and acts as a liaison between the school and the district GT department
- Coordinates the implementation of Advanced Learning Plans, and participates in the Response to Intervention and SIP process as it addresses the needs of GT students

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of best practices in gifted education
- Knowledge of differentiating curriculum to meet the needs of gifted students
- Knowledge of administering assessments that identify gifted children
- Knowledge of social/emotional needs of gifted children
- Ability to analyze and use data to make appropriate placement decisions
- Ability to communicate effectively with students, parents, and community groups

**QUALIFICATIONS**

- GT state endorsement or taking classes to obtain the endorsement
- Appropriate State (CDE) licensure

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Principal
- Attends Gifted and Talented Department meetings for professional development

**WORKING CONDITIONS** The work is performed in one or more schools.

**PHYSICAL DEMANDS** The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp, and turn objects; use fingers to operate computer or typewriter keyboards; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

Gifted Resource Teacher

**SUMMARY OF FUNCTION**

The Gifted Resource Teacher is an instructional leader and an educational advocate for high-ability and gifted learners. This instructional position facilitates student learning and achievement while maximizing engagement. The instructional position delivers programming and instructional services for formally identified Tier 3 and Talent Development Gifted and Talented students. Gifted Resource Teachers promote high academic achievement for each student; present meaningful and challenging learning experiences that address the unique needs of the gifted population; address unique social and emotional needs; support future planning and provide opportunities for sustained, innovative learning. The Gifted Resource Teacher may provide professional development and embedded, non-evaluative coaching to elevate instructional practices. These professionals cultivate a culture of collaboration, reflection, and innovation, ensuring that all students receive high-quality instruction aligned with best practices in education.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional goals and objectives.
- Provides high-impact instructional strategies for gifted students.
- Collaborates with teachers to develop learning environments that promote critical thinking and differentiated approaches to demonstrate mastery.
- Provides differentiated curriculum to meet advanced proficiency levels or to exceed standards.
- Serves as a resource in the school's academic infrastructure sharing information about the unique needs, both academic and social-emotional, of Gifted and Talented students.
- Ensures that curriculum for Gifted and Talented students is aligned with state standards and is focused on student data and achievement.
- Monitors student progress by analyzing ability and achievement data to support data-informed decision-making to refine instructional strategies and improve student outcomes.
- Identifies Gifted and Talented students and acts as a liaison between the school and the district Gifted and Talented department.
- Coordinates the implementation of Advanced Learning Plans and participates in the Multi-Tiered System of Supports (MTSS) process as it addresses the needs of Gifted and Talented students.
- Maintains a focus on student-centered learning and ensures all instructional and coaching efforts align with improving student success.

**OTHER DUTIES**

Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Implements best practices in gifted education.
- Demonstrates excellent structures of curricular differentiation to meet the needs of gifted students.
- Administers assessments that identify gifted children.
- Demonstrates understanding of the social/emotional needs of gifted children.
- Analyzes and uses data to make appropriate instructional and placement decisions.
- Communicates effectively with students, parents, and community groups
- Demonstrates strong interpersonal skills and is capable of building meaningful relationships.
- Foster a non-evaluative, supporting coaching environment.
- Utilizes technology as a teaching and coaching tool; promotes digital proficiency and curiosity.
- Promotes intellectual curiosity and a solution-oriented mindset.

JOB TITLE

JOB DESCRIPTION

- Uses evidence to guide coaching and instructional decision-making in a data-literate manner.

**QUALIFICATIONS**

GT state endorsement or taking classes to obtain the endorsement

Appropriate State (CDE) licensure

**PREFERRED**

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal

Attends Gifted and Talented Department meetings for professional development

**WORKING CONDITIONS**

The work is performed in one or more schools.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp, and turn objects; use fingers to operate computer or typewriter keyboards; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt/Non-exempt

**WORK YEAR**

187

JOB TITLE

JOB DESCRIPTION

Glazier

SUMMARY OF FUNCTION

Maintains, repairs and/or replaces all types of glazing installations.

ESSENTIAL JOB FUNCTIONS

- Responds to emergencies by vehicle to repair or replace vandalized glass
- Determines measurements, cuts material and installs, using required glazing techniques determined by type and age of installation; including windows, doors, partitions, show cases, fire extinguishers and mirrors
- Retrofits glazing installations to conform to fire and safety codes
- Orders materials, estimates time and cost of jobs and keys time on work performed
- Cooperates with other trades as a team member
- Remolds existing window frames and glass to improve appearance and/operation. Repairs and replaces insulated units
- Makes desk tops as needed
- Re-screens windows damaged by vandalism or as requested

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the glazier trade
- Ability to perform journey level glazing and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High school diploma or equivalent
- Completion of apprenticeship in the glazing trade
- Four years of glazing experience
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

Reports to Construction Shop Supervisor.

WORKING CONDITIONS

The work is performed in shops and on job sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Glazier Journeyman

**SUMMARY OF FUNCTION**

Performs general glazing work to maintain and repair window storefront entryway maintenance and repair activities for the District. Performs work in other areas involving glass and glass framing for other building systems

**ESSENTIAL JOB FUNCTIONS**

- As an Essential Employee, carries a District cell phone to respond to emergencies during and after normal business hours to secure District buildings from window and door damage
- Performs all functions as a journeyman glazier including design, fabrication, and installation of new store front and/or curtain wall window systems. Retrofits existing window frames and glass to improve appearance and/or functionality. Repairs and replaces insulated glazing units.
- Retrofits and upgrades existing window frames and glass framing systems to modern industry standards to improve appearance, safety and code compliance, energy efficiency, and functionality.
- Replaces window latch hardware, as needed, for building safety and security.
- Coordinates schedules with school staff and other trades
- Works with suppliers to order materials and supplies for glazing projects. Maintains truck and shop stock in small quantities to ensure common materials are readily available
- Performs preventive maintenances inspections, and schedules corrective maintenance to prolong the service life of glazing systems, energy efficiency, safety, and comfort of buildings
- Works with Project Managers in the Capital Program, MLO, and Bond projects for planning, design, and cost estimations
- Cooperates with other trades as a team member
- Remolds existing window frames and glass to improve appearance and/or operation. Repairs and replaces insulated units
- 'Makes desk tops as needed
- Re-screens windows damaged by vandalism or as requested

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the glazier trade
- Ability to perform journey level glazing and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

- High school diploma or equivalent
- Completion of apprenticeship in the glazing trade, working knowledge of craft
- Must be able to obtain and maintain a Colorado Driver License according to District standards (a bi-annual motor vehicle record will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Construction Shop Supervisor.

**WORKING CONDITIONS**

The work is performed in the maintenance shop and on job sites

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs; ladders scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape, and temperature of items; use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision or hearing, and to detect odors.

**FLSA STATUS**

non-exempt

**WORK YEAR**

260 Days

Global Education Facilitator

**SUMMARY OF FUNCTION**

The function of the Global Education Facilitator K-12, is to provide leadership in providing resources, professional learning, information, and support within a standards-based K-12 instructional system in the areas of World Languages; global cultural awareness and opportunities; biliteracy graduation requirements and endorsed diplomas; and district seal of bi-literacy requirements.

**ESSENTIAL JOB FUNCTIONS**

- Coordinate the modification and support for the curriculum overviews and unit plans for World Languages that target language proficiency across the communicative modes.
- Identify short-term assessments for benchmarking, including but not limited to: common district grading rubrics in applicable areas, implementation of IB and AP needs
- Develop, monitor measures of success in all implementation activities at the school and district level by setting quarterly internal common benchmark assessments and use the data to drive changes in instructional practice
- Ensure accurate data collection and reporting
- Provide feedback tools, resources for teacher-directed professional growth that is aligned with national teacher development standards to support the World-Readiness Standards for Language Learning and cultural proficiency
- Analyze, plan, coordinate, and communicate staff development strategies and activities for staff across all applicable areas
- Provide ongoing professional development related to Colorado 2020 Academic Standards and best practices for language acquisition.
- Facilitate implementation and management of Seal of Biliteracy and Language Endorsement Diploma programs
- Implement teacher and student exchange and study abroad programs
- Lead the efforts of the professional learning communities for world languages and global cultural proficiency at all levels
- Develop, monitor and maintain the district's world languages and global programming websites
- Develop professional relationships with local, state, and national organization leaders
- Make recommendations for the district to provide equity in access to effective world language instruction for all students. This includes classes for heritage or native speakers.
- Communicate effectively with stakeholders the accomplishments of teachers and students

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**OTHER DUTIES**

- Performs related work as assigned

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**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of educational pedagogy as applied to second language acquisition and biliteracy programming
- Ability to plan and facilitate World Language and biliteracy programs for the district
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

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**QUALIFICATIONS**

- Master's Degree

JOB TITLE

JOB DESCRIPTION

- Experience in second language acquisition and teaching, experience with biliteracy global cultural awareness instruction
- Minimum 3 years of teaching experience serving students in second language acquisition, preferably with building level/department leadership experience
- 
- **ORGANIZATIONAL RELATIONSHIPS**
- Reports to Director of Curriculum and Instruction
- 
- **WORKING CONDITIONS**
- The work is performed in a typical office environment.
- 
- **PHYSICAL DEMANDS**
- The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites.
- 
- **FLSA STATUS**
- Exempt
- 
- **WORK YEAR**
- 207 Days

JOB TITLE

JOB DESCRIPTION

Grandfriends Project Manager

SUMMARY OF FUNCTION

Manages marketing, recruiting, placing, training, evaluating, and recognition of retirees and other senior volunteers who assist in District Eleven schools.

ESSENTIAL JOB FUNCTIONS

- Markets project and recruits retirees and other senior citizens to fill volunteer opportunities as requested
- Manages GrandFriends volunteers: interviews new volunteers; arranges appropriate placement of volunteer; schedules and accompanies volunteer to interview between volunteer and teacher; facilitates training programs for GrandFriends twice yearly; advocates for the volunteers; evaluates project from teacher/volunteer feedback; and provides recognition and appreciation of volunteers' time
- Performs administrative/clerical tasks such as maintenance of records of volunteers, necessary correspondence related to GrandFriends, letters of recognition to participants, formal and informal acknowledgement and appreciation, and preparation of grants and reports
- Coordinates the business/education partnership and year end evaluation
- Provides all statistical reports
- Trains school district liaisons and teachers in working with older volunteers
- Writes, publishes, and distributes GrandFriends newsletter
- Coordinates Senior Sounding board; recruiting new members, scheduling speakers, planning monthly meetings and developing opportunities for superintendent to meet with seniors in the community
- District liaison to Tale Teller storytelling troupe, publicize and schedule programs throughout El Paso County

OTHER DUTIES

- Performs related work as required

QUALIFICATIONS

- Bachelors Degree in Education, Social Science, or closely related field, preferred
- Volunteer management experience/eligible for volunteer certification
- Computer work processing skills
- Skill in public relations and communication
- Familiarity with K- Adult Education systems in District Eleven
- Demonstrated ability to organize and prioritize multi-faceted workload

ORGANIZATIONAL RELATIONSHIPS

- Reports to Volunteer Services Administrative Supervisor
- Consults with representatives/liaisons from business partners
- Coordinates the business/education partnership
- Communicates with Volunteer Services Staff Assistant and Community Resource Bank/Sidekicks Project Manager

WORKING CONDITIONS

The work is performed in a typical office environment, under stress of completing priorities and extreme time pressure.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

JOB TITLE

JOB DESCRIPTION

Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Grants Clerk

## SUMMARY OF FUNCTION

Under supervision, assists Specialists, in managing a portfolio of grants as assigned. Maintains compliance to district, federal, state, local government and / or private grantor guidelines, regulations, policies and procedures. Maintains accurate and current fiscal and programmatic records for grant programs. Processes grant documents. Works with grant project directors to provide fiscal and administrative support as necessary. Assists with pre-award activities as assigned.

## ESSENTIAL JOB FUNCTIONS

Maintains current knowledge of grant regulations and district policies  
 Reconciles grant expenditures to approved budgets  
 Prepares documentation for grant draw downs  
 May post transactions in the general ledger  
 Monitors grant "match" funds, purchasing process related to grant portfolio, spend-down flow and timing, allow-ability of costs  
 Notifies appropriate personnel of exceptions / irregularities  
 Processes and pays approved invoices and requests for payment  
 Orders supplies and technology  
 Completes and processes mileage reimbursements, extra duty and time sheets, travel requests, etc.  
 Reconciles P Card statements Coordinates Procurement process as appropriate  
 Coordinates procurement process as appropriate  
 Monitors compliance with time and effort documentation  
 Checks invoices for discounts, correct prices, quotes, correct products, proper billing, etc., source of error, reconciles as needed  
 Maintains regulation – compliant grant files (paper and computer)  
 Reviews and summarizes grant terms and conditions, award letters and proposals  
 Enters data into computer system to include Excel, PeopleSoft  
 Processes grant documents and payments  
 Assist in gathering materials for audits  
 Communicates effectively to ensure excellent customer service and support to grant project directors, other district staff, grantors, etc.  
 Maintains relationships with the grantor's financial department  
 Prepares budget transfer forms and enters as assigned  
 Prepares journals and reviews journal entries  
 Monitors grants program implementation progress, updating director and grants business manager as appropriate  
 Supports grants business manager with tasks as assigned  
 Research grant opportunities and proofs proposals and budgets as assigned  
 Performs various clerical and administrative support duties  
 Updates grant office website as assigned

## OTHER DUTIES

Performs other duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of modern office practices and operation of standard office appliances, including desktop computers and copy machines  
 Ability to work with confidential information  
 Ability to operate keyboard devices at moderate speed; ability to use email  
 Knowledge of payroll processing and / or standard accounts maintenance procedures  
 Knowledge of financial systems and data entry  
 Strong written and verbal communication skills  
 Ability to work cooperatively with others  
 Ability to keep abreast of developments in the field

JOB TITLE

JOB DESCRIPTION

QUALIFICATIONS

High school diploma or equivalent with coursework in office practices or accounting

Two years of experience in accounting

Knowledge of Microsoft Word, Excel, data base

PREFERRED

Bachelor's degree in accounting, finance or related field or equivalent experience

At least one year of experience working in grants management or grant writing

Knowledge of federal grant regulations

Knowledge of PeopleSoft

ORGANIZATIONAL RELATIONSHIPS

Reports to the director of grants

WORKING CONDITIONS

The work is performed in a typical office environment

PHYSICAL DEMANDS The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects, and use fingers to operate computer or typewrite keyboards. The work requires the ability to speak normal and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

Grants Funding Manager

**SUMMARY OF FUNCTIONS**

The Grants Funding Manager works independently, under the Director of Grants, and is an essential member of the District 11 Grants Department, performing administrative, financial and other technical duties across the full grant cycle. The Grants Funding Manager manages an evolving portfolio of complex grants. To accommodate the oft-changing portfolio's terms and conditions, the Grants Funding Manager understands federal Uniform Guidance (2 CFR 200), Education Department General Administrative Regulations (EDGAR), other US agencies' regulations, state regulations, and other relevant grant-specific guidelines/terms as well as D11 Board of Education policies and applies this knowledge to ensure compliance and to support project directors to maximize the value and impact of D11 grants, both fiscally and programmatically, and as aligned to the D11 strategic plan. The position is well-versed in basic accounting practices.

The position performs a wide range of tasks related to budgeting, accounting/bookkeeping, reconciliation and procurement functions and will produce financial reports and resolve financial issues. He/she identifies and resolves irregularities in grant fiscal records by using techniques such as reconciliation of expenditures to PeopleSoft queries, verification of time and effort documentation to payroll reports, and documentation/ verification of match and program income/ expenditures to PeopleSoft, etc. The Grants Funding Manager supports the Director of Grants in analyzing budget trends and spenddown of assigned grants. She/he is a budgeting master and can coach project directors/ teams through the budgeting process. This position ably keeps the "big picture" in mind while focusing on the details. The position is comfortable researching grants issues and taking on other duties that the director or the Grants Sr. Accountant may assign.

**ESSENTIAL JOB FUNCTIONS**

- Works independently at a consistent, high level of performance and as an effective member of a work team with strong collaboration skills
- Able to juggle multiple priorities effectively and efficiently with a high degree of accuracy
- Maintains current knowledge of 2 CFR 200, EDGAR and other grant regulations and funder-specific terms as well as D11 policies and procedures and interprets this information to determine effective and compliant grants management procedures
- Analyzes complex grants to determine what processes need to be developed or customized to ensure efficient, effective and compliant management
- Manages the new grant launch and close-out process for assigned grants
- Develops and revises budgets and scopes of work in concert with project directors to support effective and compliant grant implementation and spenddown and updates Grants Sr. Accountant and Grants Director as appropriate
- Reviews Designated Purpose Grant Funds' (DPGF) FTE through HR system for budgetary and compliance/documentation purposes
- Maintains accurate and current fiscal and programmatic records for grant programs, ensuring adequate documentation to meet compliance; as necessary, revises grants filing protocols and collaborates with staff on revisions
- Tracks and verifies assets purchased with grant funding and supervises annual audit of asset inventory, including resolution of irregularities, determination of retention/disposition in accordance with funder and D11 guidelines (especially federal)
- Works with grant project directors to provide fiscal and administrative support
- Prepares grant financial reports and request for funds (federal & other) and monitors receipt of funder payments

JOB TITLE

JOB DESCRIPTION

- Requests new account creation as needed for assigned grants
- May post transactions in the general ledger
- Prepares budget transfer forms and enters as assigned
- Prepares journals and reviews/posts journal entries as assigned
- Assists in gathering materials for audits
- Monitors purchasing process related to grant portfolio, spend-down flow and timing
- Determines if expenses are allowable
- Notifies appropriate personnel of exceptions/ irregularities
- In the course of work also processes and pays approved invoices and requests for payment, orders supplies and technology, completes

Gifted Program Specialist

**SUMMARY OF FUNCTIONS**

The Gifted Program Specialist supports the Gifted and Talented Facilitator and the Gifted and Talented Department.

**ESSENTIAL JOB FUNCTIONS**

- Supports the mission and vision of the District and Gifted & Talented Department
- Work as a member of a team that focuses on quality academic and affective instruction, support, and interventions for gifted, talented, and high achieving students.
- Work with teams to recognize, evaluate, and identify gifted, talented, and high ability students across all populations
- 
- Work with the Gifted & Talented Facilitator, administration, and school teams to coordinate the extension of gifted program opportunities
- Collaborate and support the alignment of gifted instruction, curriculum, and assessments
- Provide professional development and coaching on best practices for Gifted & Talented
- Support and advise individual programs with regards to best practice
- Facilitate and support staff and students in the development, implementation, and monitoring of Advanced Learning Plans (ALP)
- Data collection, analysis, and collaboration with staff to use data to inform decision-making
- Develop opportunities for parent, family, and student engagement and communication

• **OTHER DUTIES**

- Other duties as assigned

• **KNOWLEDGE, ABILITIES, and SKILLS**

- Knowledge of gifted and high ability learners across all populations abilities, (i.e. twice exceptional, English Language Learners (ELL), Special Education (SPED), etc.)
- Knowledge of the Exceptional Children's Educational Act (ECEA) rules for gifted
- Knowledge of best practice in delivering talented and gifted services within the framework of a results-driven system
- Ability to maintain confidentiality and security of student information
- Ability to plan, organize, lead, and execute complex tasks from a systems orientation
- Ability to lead the work of teams, committees, and work groups
- Excellent communication skills and the ability to work cooperatively with others
- Ability to problem solve and manage conflict
- Operational knowledge of standards-based instructional strategies
- Ability to travel between sites throughout the workday
- Performs comfortably within a complex change environment
- Develops leadership in self and others through a systems approach

• **QUALIFICATIONS**

- Current Colorado Teaching license with a Gifted & Talented endorsement
- 
- Minimum of 5 years successful teaching or administrative experience in working with gifted, talented, and high achieving learners

JOB TITLE

JOB DESCRIPTION

- Successful experience in working with adults in the areas of professional training and staff development
- Knowledge of technology integration and promotion of programs through social media
- Preferred Master's degree in education

**WORKING CONDITIONS**

- The work is performed in a typical office environment and in schools across the district
- Flexibility in daily work schedule is required
- Summer duties may be required

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Gifted and Talented Facilitator

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend, reach, hold, and grasp for items; turn objects; use fingers to operate computers or other equipment; and feel the shape, size and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

185 days

Additional 10 days may be required

JOB TITLE

JOB DESCRIPTION

HR Director - Elementary Personnel

SUMMARY OF FUNCTION

Administers and directs the human resource function for the licensed staff of the District.

ESSENTIAL JOB FUNCTIONS

- Oversees and monitors the employment activities of elementary school personnel
- Screens and approves all administrative applicants for hiring
- Reviews and approves all personnel transfers and monitors and approves job postings
- Insures hiring practices are in compliance with federal law and district policy
- Interprets district policies and counsels and communicates policies to staff at elementary schools
- Serves as advocate for elementary certified staff by counseling employees and supervisors regarding staff conflicts, employee grievances and complaints and related issues
- Hears all grievances and panel reviews for all elementary certified staff
- Develops and monitors employee programs to encourage employee satisfaction and productivity for employees
- Assists staff development in determining training needs
- Oversees the employee performance and elementary evaluation functions and reviews all evaluations
- Assists the Executive Director of Human Resources in implementing district Human Resources policies
- Represents the Human Resources department to various internal committees and work groups and outside agencies
- Oversees related documentation record keeping and correspondence for the personnel function
- Willing to work with elementary and secondary licensed staff

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of human resources principles and practices as applied to certificated/licensed staff
- Knowledge of applicable laws, rules and regulations governing human resources management activities
- Ability to implement and manage an effective human resources program for certificated/licensed staff
- Ability to perform sound human resource analysis and take or recommend appropriate actions regarding human resources matters
- Ability to communicate effectively, with all levels in the organizations as well as the community
- Ability to work cooperatively with others

QUALIFICATIONS

- Master's degree or equivalent in personnel administration or related field
- Six years of personnel management experience

ORGANIZATIONAL RELATIONSHIPS

- Reports to Executive Director of Human Resources
- Supervises support staff

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

**JOB TITLE****JOB DESCRIPTION**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK YEAR**

260 Days

**FLSA STATUS**

Exempt

HR Director of Compensation

**SUMMARY OF FUNCTION**

Under the general direction of the Senior Executive Director of Human Resources, the Human Resources Director of Compensation administers and directs the compensation systems and may assist with personnel support service functions for the District.

**ESSENTIAL JOB FUNCTIONS:**

- Administers the compensation systems for the District.
- Interprets District compensation policies and regulations, and communicates policies to District staff
- Investigates, resolves and communicates compensation issues with/to District staff
- Assists the Senior Executive Director of Human Resources in implementing District compensation practices. Provides advice on the best methods to use for implementation.
- Represents the Human Resources Department to various internal committees and work groups and outside agencies
- Assists the Senior Executive Director of Human Resources in conducting surveys to determine compensation market movement and to provide information on the competitiveness of District salaries and compensation practices
- Exercises a high degree of independent judgement and discretion in planning and coordinating compensation and personnel activities to meet District goals.
- Attends executive profession, human resource directors and all staff meetings.
- Develops, monitors, and oversees implementation of compensation related activities for the PeopleSoft HR/Payroll systems.
- Develops, implements and maintains compensation salary structures for all employees groups. Maintains and updates all compensation related tables within PeopleSoft to include items such as job class tables, salary grade tables, calendar tables.
- Processes monthly leave accruals.
- Updates salaries on an annual basis (more often if required) to include Service Increments. Uses a special excel spreadsheet in conjunction with a special salary update process in PeopleSoft to update salaries for any selected group of employees. Verifies that data has been loaded correctly.
- Coordinates and runs various HR queries from PeopleSoft either from individual requests of by automating the execution and delivery of certain standard queries
- Compiles data for the Human Resources and Special Education parts of the annual CDE report. Receives data from Charter Schools to add to the data produced by the district. Submits data to CDE, monitors error reports, corrects data and resubmits until all errors are corrected. When all errors prints out signature form for the Superintendents signature.
- Acts as a primary contact with our employer PERA representative for the HR department to understand and clarify procedures and practices with PERA.
- Files a report twice a month with the State New Hire Directory showing all newly hired and rehired employees per specification of the State New Hire office.
- Coordinates and maintains current job descriptions; to include reviewing them for accuracy, changes that may impact risk management and/or salary placement.
- Chairs employee job evaluation committees. Receives requests for a job evaluation; assembles materials for the committee's review; conducts the committee meeting; and writes up committee recommendations for submission to the Senior Executive Director of HR. Notifies requesting parties of the final outcome of the process and where appropriate initiates action to

implement the approved recommendation.

- Updates labor law posters with current language for all state and federal posters. Has posters printed at the D11 print shop and distributed through out D11.
- Distributes semi-annual stipend information and forms to all principals. Verifies information submitted by schools. Maintains stipend tables based on Master Agreement language so stipends are paid on the December 1 and June 1 paychecks.
- Approves items in the worklist for payment
- Receives, reviews, and processes requests for teacher increment movement. Reviews transcripts and notifies applicants of the final outcome. Implements change to employee records with updated salary information.
- Processes all applications for the PERA 140 day program. Receives applications and forwards to the Senior Executive Director of HR for review and approval. Notifies applicants of results of requests and notifies PERA of those approved.
- Coordinates the entire retirement process for D11. Maintains forms and documents related to the retirement process. Tracks (such as seniority date and sick leave buyout) data to be used in the actual retirement process; Provides a comprehensive excel spread sheet of data for each employee group to the Senior Executive Director or HR and others. Meets with potential retirees to provide information and answer questions. Take completed application materials from applicants to assure that all necessary information has been received. Prepares a list of retirees to be sent to the BOE for final approval at the first BOE meeting in May. Notifies retirees of the final BOE action on their retirement request.
- Determines the rate of pay for all new hires and rehires within the District. Prepares salary offers and submits to the Senior Executive Director of HR for review and approval.
- Reconciles pay for JROTC instructors based on data provided by JROTC agencies. Determines if instructor has been over or underpaid and submits forms to correct any discrepancies.
- Prepares over/underpayment forms for any salary discrepancy uncovered. Submits to Senior Executive Director of HR. Notifies the employee of the error and the action to be taken to correct said error.
- May assist the human resources department with various employee relations issues, and supports the other Human Resources Directors where needed.

#### **OTHER DUTIES**

- Performs related work as required

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of compensation principles and practices.
- Knowledge of applicable laws, rules and regulations governing compensation administration.
- Ability to implement and manage an effective compensation program.
- Ability to perform sound analysis and take or recommend appropriate actions regarding compensation issues.
- Ability to communicate effectively.
- Ability to work cooperatively with others

#### **QUALIFICATIONS**

- Master's degree or equivalent in compensation administration or a related field.
- Five years compensation or related experience is preferred.
- Knowledge of or experience in public school system compensation administration preferred.
- Experience implementing/working with HR/Payroll software systems

JOB TITLE

JOB DESCRIPTION

(PeopleSoft).

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Senior Executive Director of Human Resources

**WORKING CONDITIONS**

The work is performed in a typical office environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

## JOB TITLE

## JOB DESCRIPTION

HR Generalist

## SUMMARY OF FUNCTION

The HR Generalist works under the general supervision of the Executive Director of Human Resources to provide analysis and support of all major functions. Provides back-up support and acts as the point of contact with employees and attends meetings.

## ESSENTIAL JOB FUNCTIONS

- Knows and can implement Human Resources procedures and employment law
- Maintains and updates the Human Resource website
- Is current in Human Resources procedure and understands excellence in customer service
- Develops and maintains a thorough working knowledge of the PeopleSoft HR Database including fields, functionality, data entry methodology; payroll deadlines, error messages, etc.
- Develops an understanding of the interdependency of HR functions as they affect HR staff, payroll staff; benefits staff and IT staff
- Attends weekly meetings to discuss matters of mutual concern to those in attendance
- Works with other departmental staff, especially those in the Payroll, Benefits, and IT departments on issues of mutual concern such as processes and problem solving
- Audits database through various means to assure that the database is as current and as accurate as possible
- Takes audit results and determines future course of action to resolve issues that are outstanding
- Maintains proper documentation regarding system including the development and maintenance of procedure manuals and more specialized training documents
- Runs queries to provide for data needs of requesting parties both internal and external to the department
- Provides data analysis as requested
- Responds to requests for assistance from employees and/or managers
- Develops an understanding of the situation, works with various parties to solve the problem
- Provides recommendations for implementing new solutions to existing situations or problems; with approval implements solutions on a department, interdepartmental, or district wide basis
- Works with the Special Education Department, Title 1 Department, and budget office to reconcile matters of mutual concern
- Assists with upgrades to PS system by creating test case scenarios, testing data, recording results and problem solving issues
- Maintains a current knowledge of the Leave Processing part of the PeopleSoft system so he/she understands how it works
- Provides back up support to the Leave Processing Coordinator when he/she is not available
- Develops and maintains a thorough working knowledge of all of the technical and functional aspects of this system
- Maintains a working relationship with our account representative to assure continual positive working relationships and problem solving from either party
- Coordinates the interface between the SEMs software and PeopleSoft
- Trains new "administrators" on how to the system; responds to requests for assistance and problem solves solutions for either temporary or permanent fixes
- Researches issues and problems, identifies solutions and makes recommendations for improvement to the system
- Produces reports regarding outstanding unapproved leave and sub pay approvals

- Reminds departments of deadlines
- Provides account string information where sub is to be paid from
- May pay all outstanding subs at the end of a month and then recover the funds from the proper accounts the following month
- Receives requests to research questions raised by employees regarding sub pay or by other departments regarding pay problems
- Researches each case to determine the course of action
- Writes up journal entries to be approved by the Director of Compensation for processing
- Recovers Special Education and Title 1 funds that are owed to the HR Department on an annual basis
- Prepares journal entries for the recovery of funds to be approved by the Director of Compensation
- Monitors substitute budget on a monthly basis to insure proper expenditure of funds
- Is the point of contact for staff that have questions when the Directors are unavailable or has assigned these duties to the analyst
- Assists in giving direction and evaluating the staff assistant who works in the compensation section

#### KNOWLEDGE, ABILITIES AND SKILLS

- Working knowledge of Human Resource policies, procedures, and practices
- Working knowledge of Human Resource databases and report writing
- Working knowledge of Microsoft Excel and Microsoft Word
- Ability to analyze data, create a written summary of the information, and where requested provide for solutions or a workable method for solving problems
- Ability to meet with district staff and the public and to understand their requests and needs and to respond to such requests in a professional and timely manner
- Ability to work under deadlines; to be flexible in meeting the ever changing needs of the department
- Ability to present a positive and courteous image to all customers of the department internal as well as external
- Ability to use a computer keyboard, video monitor and 10-key calculator

#### QUALIFICATIONS

- A Bachelor's Degree in Human Resources or similar field is required.
- Three years of prior Human Resources experience to include knowledge of computer systems, software programs, databases, spreadsheets; human resource policy and procedures; project management; research and analysis of data are preferred

#### ORGANIZATIONAL RELATIONSHIPS

- Reports directly to the Executive Director of Human Resources
- Interfaces daily with department staff, very often with payroll, benefit or IT department staff, district employees, and members of the public
- Represents the District and the Department to all levels of the organization and public who need to have information provided, questions answered, or problems resolved in a timely and effective manner

#### WORKING CONDITIONS

Work is performed in a typical office environment.

#### PHYSICAL DEMANDS

The work requires manual dexterity and extensive use of a computer terminal, video monitor, printer, and 10-key adding machine. Long periods of sitting are required. Must be able to lift up to 20 pounds, climb stairs, bend, reach, and

JOB TITLE

JOB DESCRIPTION

use the telephone.

FLSA STATUS  
Exempt

WORK YEAR  
260 Days

HRIS Coordinator

**SUMMARY:**

This role works collaboratively with Human Resources, Payroll, Budget and Information Technology Departments to manage and maintain the TimeClock Plus (TCP) electronic timesheet system. The TCP system is used to report hours and leave for all Educational Support Professionals (ESP) within the District. The position completes both HR functions and Payroll functions and is the main contact for all TCP programming functionality, reporting and training. This position will work primarily with TCP programming, but needs to understand the interface with PeopleSoft (Oracle), and SmartFind Express (SFE) related to job data, leave accruals and absence reporting functionality. This position reports to the HRIS Manager.

**ESSENTIAL FUNTIONS**

1. Complete all functions of programming TCP and troubleshooting issues. Update records/changes to programming in collaboration with IT, HR, Payroll and Budget. Programming of TCP is generally related to Contracts, Job Codes, Users, Approvers, Pay Rates, Cost Codes, Leave Codes, Time Entry, and Multiple Job Employees.
2. Plan for and allocate time resources to meet payroll, PeopleSoft, SFE and TCP deadlines.
3. Complete all Payroll functions and repost to Payroll department for payroll export monitoring; locking of payroll; closing weeks; and ensuring correct payroll exports.
4. Communicate regularly with school Principals, school leave approvers, Central Administrative Departments on issues/exceptions to ensure accurate timesheets and paycheck(s) for employees.
5. Answer employee and supervisor questions related to TCP navigation, approvals, contracts and HR policy regarding leave, extra/overtime and extra duty positions.
6. Participate and collaborate on training materials and on-site trainings provided to employees, leave approvers and Principals; designated trainer.
7. Provide HR Directors, Payroll Manager and Executive Director regular feedback on functionality and common issues observed in TCP and troubleshoot to determine how to resolve with Director approval.
8. Communicates complex payroll and timesheet rules and information to employees and approvers, which requires the ability to deliver clear instructions and guidance to employees.
9. Must work closely with Leave Specialist and Substitute Coordinator for various roles to include pay docking, negative leave and e-Learning/closures/snow day rules implementation. Track employee Leave of Absences and update reporting of leave per the Leave Office as required.
10. Must maintain strict confidentiality regarding employee timesheet leave process and benefits provided.
11. Knowledge of standard accounting and bookkeeping procedures including the collections of, as well as maintaining accurate accounts as applied to the requirements of School District 11 and chart of accounts.
12. Oversees the job code creation process to identify need, correct budget/account programming and approver set up.
13. Enter and maintain chart field strings directly into the TCP system at the direction of the Budget department to ensure accuracy and appropriateness of the charges related Budget guidelines.
14. Provide regular communication with departments and schools regarding accounts associated with job codes to ensure correct reporting for hours

worked.

15. Provide information and support to identify over/under payments and negative account balances.

16. Run and manage TCP daily, weekly, annual and on-going reports and programming requirements to ensure the quality assurance of time and leave reported. Complete end of year and new fiscal year reports and programming related to changes in policy, contracts and wages.

17. Maintain the D11 Employee timesheet (excel timesheet) for updates as needed. Answer questions and aid temporary workers and schools/departments utilizing the timesheet to record hours worked correctly.

18. Provide support and training when needed on how to use the D11 Employee timesheet and report hours accurately.

19. Provide technical support and guidance to employees and evaluators using the Perform Evaluation System.

20. Perform regular daily and weekly tasks to review and load employee evaluations to the Perform system. Understand and apply the District policy around 89-day trial period and assignment of 30/60/89-day evaluations.

21. Work with supervisors and Principals to delegate employees for evaluation.

22. Provide routine reminders and reports to evaluators regarding pending and overdue evaluation tasks.

23. Assists in the development of training materials and provides training for employees on the Perform system regarding navigation and use.

24. Supports the evaluation process and Perform system under the direction of and in support of the Director of Educator Effectiveness.

25. Perform other duties as required; duties vary depending upon business needs.

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
- Ability to work with confidential information
- Ability to operate standard database, spreadsheet and word processing software as it becomes available
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to operate keyboard devices at a moderate speed; ability to use e-mail
- Knowledge of payroll processing and/or standard accounts maintenance procedures
- Ability to analyze, plan, allocate time resources in order to meet deadlines

### **REQUIRED QUALIFICATIONS**

- Must have automated timeclock implementation and/or processing experience;
- Experience with PeopleSoft Self Service or Time/Entry; automated time entry systems; HRIS experience preferred;
- Training experience preferred

### **ORGANIZATIONAL RELATIONSHIPS**

Executive Human Resources Director and/or HRIS Manager

### **WORKING CONDITIONS**

The work is performed in a typical office environment.

### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical

JOB TITLE

JOB DESCRIPTION

activity. Typical position requires workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

HRIS Manager

**SUMMARY OF FUNCTION**

The HRIS Manager works under the general supervision of the Director of Compensation and Talent Management Operations to provide analysis and support of all major functions. This position is responsible for all systems and HRIS functions within Finance and HR. Provide subject matter expertise in business analysis and report definition, collaborate with technology teams to deliver outcomes to users through existing District tools. Problem solve issues to determine and recommend modification or changes within Talent Management Operations and IT related platforms.

**ESSENTIAL JOB FUNCTIONS**

- Manage and update system configuration and setup, including configuration of system related to position creation and department budget and budget auditing; and any other system setup items.
- Partner with teams within Talent Management and technical developers on the design, setup, and procedures using the ERP modules.
- Provide feedback to technical staff on testing results.
- Document procedures, testing, and training for upgrades, patch fixes, and system implementation projects. Provide user support related to report use and interpretation.
- Provide guidance, make recommendations, and manage solutions for alternate methods of solving needs or issues within schools and departments in order to ensure a quality employee experience
- Serve as a liaison with other teams in Talent Management and Budget to ensure the efficient and effective delivery of systems and services to school administrators and other district staff members.
- Create ad hoc queries and custom queries, designed to be run by school/department users on request or through scheduled processes.
- Collaborate with technical staff, providing feedback and subject matter specifications, regarding the design of processes and reports for schools, departments, administrators, School Board, Colorado Department of Education (CDE), Equal Employment (EEO), IRS, PERA and the public.
- Assist with Information Technology on troubleshooting, problem-solving, system development, testing, and communication of changes, and impacts on users. Work directly with IT Help Desk related to information needed to assist users through the ticket/call system.
- Prepare research, data summary, and responses, as needed, to various records requests, including negotiations requests, departmental requests, and open records request.
- Review name change requests
- Provide oversight of data knowledge and use for specific team; coordinate business data definition and use.
- Assist Data Specialists and Talent Development Specialist in day-to-day specifically related to position management support, employee onboarding, records retention and other position related HRIS systems data entry/control (Job Data, etc).
- Review and approve incoming reqs, position change requests for new hires, modifications, internal changes, replacements, resignations and retirements.
- Reviewing and audit budgeted FTE position, ensuring staffing allocations are within budget
- Review position data for missing job codes, reports to, errors, head counts, etc.
- Works with other departmental staff, especially those in the Budget/Finance, Payroll, Benefits, and IT departments on issues of mutual concern such as processes and problem solving, including facilitating collaborative meetings.
- Maintains proper documentation regarding system including the development and maintenance of procedure manuals and more specialized

training documents

- Researches issues and problems, identifies solutions and makes recommendations for improvement to the system
- Responsible for ensuring team members are added and removed from communication systems (HRIS, Teams, HR Lists and Staff Folders)
- Website updates for TM, including forms for employees and manager resources
- Audit PaperVision (assist with downloading files for Pre-Boarding Specialists)
  - Update records and put in term dates
  - Ensure I-9 expiration/destruction dates are entered after 10 years.
  - Retention schedule setup for I-9's
  -
- Manage and submit unemployment claims and participates and serves as coordinator for unemployment hearings.

#### **OTHER DUTIES**

Other duties as assigned

#### **KNOWLEDGE, SKILLS AND ABILITIES**

- Working knowledge of Finance/Human Resource policies, procedures, and practices
- Working knowledge of Human Resource databases and/or ERP
- Working knowledge of Microsoft Office and Google Suites
- Ability to analyze data, create a written summary of the information, and where requested provide for solutions or a workable method for solving problems
- Ability to meet with district staff and the public and to understand their requests and needs and to respond to such requests in a professional and timely manner
- Ability to work under deadlines; to be flexible in meeting the ever changing needs of the department
- Ability to present a positive and courteous image to all customers of the department internal as well as external
- Experience with position management/control concepts and systems

#### **QUALIFICATIONS**

- Bachelor's Degree in Human Resources (or related field) preferred
- Three years of prior Human Resource experience required
- HRIS experience preferred
- Professional Human Resource (PHR), Senior Professional Human Resource (SPHR), SHRM-CP or SHRM-SCP certification preferred.

#### **ORGANIZATIONAL RELATIONSHIPS**

- Interfaces daily with department staff, very often with HR, finance/budget, payroll, benefit or IT department staff, district employees, and members of the public
- Represents the District and the Department to all levels of the organization and public who need to have information provided, questions answered, or problems resolved in a timely and effective manner

#### **WORKING CONDITIONS**

Work is performed in a typical office environment.

#### **PHYSICAL DEMANDS**

The work requires manual dexterity and extensive use of a computer terminal, video monitor, printer, and 10-key adding machine. Long periods of sitting are required. Must be able to lift up to 20 pounds, climb stairs, bend, reach, and

JOB TITLE

JOB DESCRIPTION

use the telephone.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

HS Content & Competency Facilitator-  
Disc Lit/ELA

### **SUMMARY OF FUNCTION**

This position will support Colorado Springs District 11's strategic plan for academic innovation and student success by providing professional learning, coordinated collaboration, guidance and instruction on the design, implementation, and assessment of Colorado Academic Standards-based scope and sequence throughout all D11 high schools. Working in tandem with the K-12 English Literacy Facilitator, the Social Studies Facilitator, and the World Languages Facilitator, as well as other departments within the Achievement, Learning, and Leadership division, the incumbent will work to collaboratively develop and support the implementation of cohesive curricular scope and sequences for high school ELA and Social Studies, and World Language courses. Additionally, the incumbent will provide professional learning and instructional coaching to build capacity for delivering engaging, rigorous, and relevant learning opportunities through the implementation of the Best, First Instruction framework and by supporting schools and teachers in developing personalized learning pathways. This person will also respond to a wide range of inquiries regarding instructional programs and district strategic progress.

### **ESSENTIAL JOB FUNCTIONS**

- Lead and support Colorado Springs District 11 secondary ELA educators in the design, implementation, and evaluation of Colorado Academic Standards-based curriculum and scope and sequence
- Coordinate with the Curriculum and Instruction team and content facilitators, as well as the D11 Career and College Success Coordinator, and teacher leaders to cohesive scope and sequence documents for English Language Arts, Social Studies, and World Languages.
- Train and collaborate with ELA secondary educators on curriculum development and implementation through reoccurring in-house workshops.
- Support Colorado Springs District 11 secondary ELA, Social Studies, and World Language educators in the development of continuing education activities, consulting on such activities as Colorado Academic Standards-based writing goals and learning objectives, designing writing instruction methods, and developing evaluation tools
- Provide job-embedded and ongoing professional learning for teachers and high school instructional leaders to support rigorous, engaging, and personalized learning opportunities connected to the scope and sequence.
- Establish relationships within Colorado Springs District 11 - by participating in committees, contributing to Colorado Springs District 11 writing-based professional development, and through other mechanisms – develop and provide ELA educators opportunities for updating field-specific content knowledge to meet educators' professional needs and improve student writing outcomes.
- Provide support to principals and teacher leaders as they work to build structures and systems to provide more personalized learning opportunities that prepare students for college and career success. This will include, but is not limited to:
  - Programs and activities that provide access to hands-on experiences and career-based skills.
  - Programming and activities to improve instruction and student engagement in humanities, langue arts, disciplinary literacy
  - Cross-curricular opportunities that deepen disciplinary literacy skills.
  - Personalized, individualized inquiry projects that provide students with engaging, relevant and transferable learning experiences.
  - Collaborate with the Career and College Success Coordinator, the Curriculum and Instruction team, and high school instructional leaders and principals to refine the processes, parameters, and standards of the D11 Capstone Projects.
  - Train and collaborate with ELA secondary educators on curriculum

JOB TITLE

JOB DESCRIPTION

development and implementation through reoccurring in-house workshops

- Support teachers and administrators in collecting, analyzing, and responding to disciplinary literacy assessment data to inform instruction

**OTHER DUTIES**

- Performs related work as assigned.

- 

**KNOWLEDGE, ABILITIES AND SKILLS**

- Extensive experience in or knowledge of curriculum design
- Demonstrated knowledge and understanding of the literacy demands across secondary grade levels and content areas.
- Demonstrated competence in the creation, coordination, facilitation and presentation of building and district-level professional development that supports literacy, particularly in writing
- Demonstrated abilities in establishing and maintaining trusting organizational and human relations.
- Highly effective written and oral communication skills
- Demonstrated experience in survey and assessment design

**QUALIFICATIONS**

- Bachelor’s Degree in English Related Field
- Master’s degree in education or English, Instruction and Curriculum (preferred)
- 3+ years’ experience in secondary classroom instruction, preferably with building level/department leadership experience
- Prefer successful experience working with adults in coaching/professional development contexts.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Executive Director of Curriculum and Instruction or qualifies designee.
- The Secondary Literacy Support Specialist works collaboratively with the Curriculum and Instruction team, the K-12 English Language Arts & Literacy Facilitator, the World Languages Facilitator, and the Social Studies Facilitator
- 

**WORKING CONDITIONS**

- The work is performed in schools and typical office environments

- 

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer, keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal and or aided vision and hearing, and to detect others.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

HS Content and Competency  
Facilitator - Math/STEM

### **SUMMARY OF FUNCTION**

This position will support Colorado Springs District 11's strategic plan for academic innovation and student success by providing professional learning, coordinated collaboration, guidance and instruction on the design, implementation, and assessment of Colorado Academic Standards-based scope and sequence throughout all D11 high schools. Working in tandem with the K-12 Mathematics and STEM Facilitator and the Science Facilitator, as well as other departments within the Achievement, Learning, and Leadership division, the incumbent will work to collaboratively develop and support the implementation of cohesive curricular scope and sequences for high school Mathematics and STEM, and Science courses. Additionally, the incumbent will provide professional learning and instructional coaching to build capacity for delivering engaging, rigorous, and relevant learning opportunities through the implementation of the Best, First Instruction framework and by supporting schools and teachers in developing personalized learning pathways. This person will also respond to a wide range of inquiries regarding instructional programs and district strategic progress.

### **ESSENTIAL JOB FUNCTIONS**

- Lead and support Colorado Springs District 11 secondary Mathematics, STEM, and Science educators in the design, implementation, and evaluation of Colorado Academic Standards-based curriculum and scope and sequence
- Coordinate with the Curriculum and Instruction team and content facilitators, as well as the D11 Career and College Success Coordinator, and teacher leaders to cohesive scope and sequence documents for Mathematics, STEM, and Science.
- Support Colorado Springs District 11 secondary Mathematics, Science, and STEM educators in the development of continuing education activities, consulting on such activities as Colorado Academic Standards-based writing goals and learning objectives, designing discipline specific writing instruction methods, and developing evaluation tools.
- Provide job-embedded and ongoing professional learning for teachers and high school instructional leaders to support rigorous, engaging, and personalized learning opportunities connected to the scope and sequence.
- Provide support to principals and teacher leaders as they work to build structures and systems to provide more personalized learning opportunities that prepare students for college and career success. This will include, but is not limited to:
  - o Programs and activities that provide access to hands-on experiences and career-based skills.
  - o Programming and activities to improve instruction and student engagement in science, technology, engineering, and Mathematics, including computer science.
  - o Cross-curricular opportunities that deepen disciplinary literacy skills.
  - o Personalized, individualized inquiry projects that provides students with engaging, relevant and transferable learning experiences.
- Collaborate with the Career and College Success Coordinator, the Curriculum and Instruction team, and high school instructional leaders and principals to refine the processes, parameters, and standards of the D11 Capstone Projects.
- Train and collaborate with Mathematics, Science, and STEM secondary educators on curriculum development and implementation through reoccurring site-based workshops.
- Support teachers and administrators in collecting, analyzing, and responding to assessment data to inform instruction

### **OTHER DUTIES**

- Performs related work as assigned.

JOB TITLE

JOB DESCRIPTION

- 
- 
- KNOWLEDGE, ABILITIES AND SKILLS**
- Extensive experience in or knowledge of curriculum design
- Demonstrated knowledge and understanding of the Mathematics, Science and STEM demands across secondary grade levels and content areas.
- Demonstrated competence in the creation, coordination, facilitation and presentation of building and district-level professional development that supports Mathematics, Science and STEM
- Demonstrated abilities in establishing and maintaining trusting organizational and human relations.
- Highly effective written and oral communication skills
- Demonstrated experience in survey and assessment design

- QUALIFICATIONS**
- Bachelor’s Degree in Mathematics, STEM Related Field
  - Master’s degree in education or Mathematics, STEM, Instruction and Curriculum (preferred)
  - 3+ years’ experience in secondary classroom instruction, preferably with building level/department leadership experience
  - Prefer successful experience working with adults in coaching/professional development contexts.

- ORGANIZATIONAL RELATIONSHIPS**
- Reports to Executive Director of Curriculum and Instruction or qualifies designee.
  - The High School Content and Competency Facilitator works collaboratively with the Curriculum and Instruction team and the K-12 Mathematics and Science Facilitators

- WORKING CONDITIONS**
- The work is performed in a typical office environment

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**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer, keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal and or aided vision and hearing, and to detect others.

**FLSA STATUS**  
Exempt

**WORK YEAR**  
207 Days

JOB TITLE

JOB DESCRIPTION

HVAC Apprentice

SUMMARY OF FUNCTION

Maintains and repairs equipment related to heating, ventilating and air conditioning (HVAC) systems of the school district under the supervision of a HVAC mechanic.

ESSENTIAL JOB FUNCTIONS

- Maintains and repairs HVAC system facilities and equipment
- Performs emergency repairs as required
- Tests and reports on overall conditions and efficiency of HVAC equipment. Checks coils, valves and pumps for leaks and repairs as needed
- Performs electrical repairs and service on motors used In HVAC systems
- Checks electrical controls and repairs as necessary
- Installs and adjusts electrical components Including transformers, electrodes, relays, solenoids, switches and thermostats
- Maintains, troubleshoots and repairs flame safeguard systems on boilers and rooftop gas fired HVAC equipment
- Insures system repairs comply with local and national gas and electrical codes
- Cleans, adjusts and replaces pilotstats and electronic ignitions
- Maintains and repairs pneumatic controls and air compressors for HVAC equipment
- Utilizes specialized computer equipment to monitor HVAC systems
- Installs new sheet metal and associated controls for new HVAC systems, and retrofits to existing systems
- Updates, maintains and repairs mechanical air conditioning equipment and related facilities including humidification and dehumidification to ensure efficient system operation
- Cooperated with other trades as a team member

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of heating, ventilating and air conditioning (HVAC) systems
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- Must meet requirements for HVAC mechanic and have EPA certifications within two years.
- Valid Colorado drivers license with good driving record. (Yearly motor vehicle records will be reviewed)
- Obtain CDL within 1 year

ORGANIZATIONAL RELATIONSHIPS

Reports to Heating, Ventilating and Cooling Supervisors.

WORKING CONDITIONS

The work is performed in a shop and on job sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and

JOB TITLE

JOB DESCRIPTION

hearing, and to detect odors.

FLSA STATUS  
Nonexempt

## JOB TITLE

## JOB DESCRIPTION

HVAC Journeyman

## SUMMARY OF FUNCTION

Service and repairs equipment related to heating, ventilating and air conditioning (H.V.A.C.) systems of the school district. Test, troubleshoots, diagnoses and repairs H.V.A.C. equipment.

## ESSENTIAL JOB FUNCTIONS

- Services H.V.A.C. system facilities and equipment
- Performs emergency repairs as required
- Tests and reports on overall conditions and efficiency of H.V.A.C. equipment
- Checks coil, valves and pumps for leaks and repairs
- Performs electrical repairs and service on motors used in H.V.A.C. systems
- Checks electrical controls and repairs as necessary
- Installs and adjusts electrical components including transformers, electrodes, relays, solenoids, switches, and thermostats
- Works on DC and AC, up to 480 volts
- Troubleshoots and repairs flame safeguard systems on boilers, furnaces and R.T.U.'s.
- Insures system repairs comply with local and national gas and electric codes
- Cleans, adjusts and replaces pilotstats and electronic ignitions
- Service and repair pneumatic controls and air compressors for H.V.A.C. equipment
- Utilizes computer to monitor H.V.A.C. system
- Monitors, troubleshoots and installs programs for DDC control systems
- Replacement and new installation of circulating pumps
- New installation replacement of all types of piping including boiler tubes replacement
- Services and repairs all types of refrigeration system
- Recovers, reclaims, and recycles used refrigerant in accordance with Federal Clean Air act (section 602) and Colorado State Regulation 15
- Installs new boiler controls system and retrofit to existing system
- Upgrades, maintains and repairs mechanical air conditioning equipment and related equipment, including humidification and dehumidification, to insure efficient system
- Cooperates with other trades and school staff as a team member
- Installs H.V.A.C. equipment and ductwork to code
- Performs preventative maintenance on equipment

## OTHER DUTIES

- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Ability to read and understand contracts, construction drawings and specifications
- Ability to read, understand, and trouble shoot control drawings
- Ability to work cooperatively with others
- Strong computer skills as it relates to DDC equipment
- Skill in using the tools, equipment and materials of the trade
- Ability to work independently
- Knowledge of IMC, NFPA, IPC, IFGC, IFC, and NEC and state and local codes

## QUALIFICATIONS

- High School diploma or equivalent
- Four years of experience in H.V.A.C. equipment installation and repair, plus either:
  - Associate's degree in a closely related technical field from an accredited program
  - Or: Four years additional experience appropriate to qualify at the Journeyman level

JOB TITLE

JOB DESCRIPTION

- EPA certification for reclamation, recovery and disposal of refrigerants
- Valid driver's license. (Yearly motor vehicle records will be reviewed)
- Experience on PC's and Lap Top Computers

ORGANIZATIONAL RELATIONSHIPS

Reports to Mechanical Shop Supervisor

WORKING CONDITIONS

- The work is performed in a shop and on job sites
- Must be aware of asbestos hazards
- Performs duties outdoors in varied weather conditions
- Frequently exposed to hazards related to working with steam, hot water and heavy equipment

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Hall Monitor

SUMMARY OF FUNCTION

Monitor campus or other District property or functions to ensure safety of students, visitors and staff.

ESSENTIAL JOB FUNCTIONS

- Monitors and supervises students' activities at assigned locations in the building and/or on the grounds Checks students' hall or parking lot passes
- Inquires about the nature of the business of non-students entering campus and determines if they require an escort
- Documents and escorts unauthorized persons off campus
- Calls for assistance from supervisor in these matters if needed
- Is familiar with and enforces Student Conduct and Discipline Code and other school rules and regulations
- Completes necessary reports to document criminal events or discipline code violations
- Administers warnings to students or refers them to building administrators for disciplinary action
- Locates students sought by building administration, and escorts students to central office as needed
- Ensures students, staff, and visitors adhere to School Board policies and regulations while on campus. Issues verbal warnings, reports misconduct and requests assistance from appropriate personnel as required
- Watches for disturbances, fights, unauthorized visitors, or criminal activity
- Assesses danger and calls for backup or assistance if necessary
- Intervenes to halt or prevent fights, disturbances or other incidents, and diffuses threatening or confrontational situations between students or others. Ensures order is restored and students are unharmed
- Watches for and reports suspicious activity to appropriate authorities as required
- Observes and gathers information about student involvement in gang activities or use of illegal substances. Reports incidents to appropriate authorities as required
- Assists in the evacuation of buildings during drills and actual emergencies
- Renders appropriate first aid to injured persons and follows established protocol for reporting injuries

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of security procedures as applied to the requirements of schools
- Able to manage traffic in hallways and commons area
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to manage conflict
- Ability to intervene in physical conflict and physically restraint students to protect property or persons

QUALIFICATIONS

- High School diploma or equivalent
- Experience in work involving dealing with adolescent behavior

ORGANIZATIONAL RELATIONSHIPS

- Reports to and evaluated by the Principal or designee
- Managed by and receives training and other guidance from the Principal or designee

WORKING CONDITIONS

JOB TITLE

JOB DESCRIPTION

The work is performed in District schools.

**PHYSICAL DEMANDS**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to constantly stand and walk throughout the day with occasional sitting, lifting and exerting a push/pull force up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching, reaching at desk and floor level, firm and simple grasping and fine motor activity. The work requires constant standing, walking, balancing, seeing, hearing, and talking.

**FLSA STATUS**

Nonexempt

Health Assistant

**SUMMARY OF FUNCTION**

Performs the day-to-day activities of providing student health and health related services according to District policies and procedures under the direction of the building administrator, in consultation with other school personnel. The Health Assistant may carry out tasks delegated by the school nurse, including but not limited to giving medications and administering first aid, monitoring students for safety, assisting with students' personal care, but does not make decisions that require the judgment of a nurse. Additionally, the Health Assistant may support the communication/behavioral/safety/other health needs of students, as appropriate. This is a year-to-year position, depending on the individual school's needs as determined by the principal.

**This is a four-hour a day position ONLY on days when students are in school.**

**ESSENTIAL JOB FUNCTIONS**

1. Medication administration
2. Performs minor first aid; contacts parent when indicated
3. Assists with updating and maintaining health files and computer records (e.g., health problems, emergency numbers)
4. Maintains health room log and health-related documentation (e.g., minor head injury letter, accident form, etc.)
5. Assists with health and health related screenings (e.g. pediculosis, vision & hearing, etc.) and appropriate follow-up
6. Assists with personal care, monitoring students for safety and supports communication needs of students

**OTHER DUTIES**

- Performs health and health-related tasks as required by principal and duties delegated by other appropriate health and health related professionals.
- May be assigned to support the health and health related needs of a specific student

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- **KNOWLEDGE, ABILITIES and SKILLS**

- Maintains confidentiality
- Communicates clearly
- Follows verbal and written instructions
- Follows established procedures as outlined in the CDPHE publication *Infectious Disease Guidelines for School Personnel*
- Follows established guidelines as outlined in *Emergency Guidelines for Schools*
- Works independently
- Establishes rapport with students, staff and parents
- Demonstrates understanding of and follows universal (standard) precautions

- 

- **QUALIFICATIONS**

- High school diploma or equivalent
- Current CPR/ First Aid certificate (District 11 can provide training)
- District 11 Medication Administration Training and Health Tech Orientation (provided by District 11 Nurses)
- Dependable, reliable and flexible
- Experience working with children preferred

- 

- **ORGANIZATIONAL RELATIONSHIPS /WORKING CONDITIONS**

- Reports to Principal or designee
- Work generally performed in the school environment

- 

- **PHYSICAL DEMANDS**

JOB TITLE

JOB DESCRIPTION

- Physical stamina to meet the requirements of this job description, including frequent walking, lifting 50 pounds, bending and standing.
- 
- **FLSA STATUS**
- Non-Exempt

## JOB TITLE

## JOB DESCRIPTION

Health Science Instructor

Health Science Instructor Position Description

Job NameHealth Science Instructor

ClassificationCertified

Time.5 FTE

LocationIrving Educational Center

DepartmentCareer and Technical Education

SalaryTeacher Salary Schedule

POSTING CLOSE DATEThis posting will remain open until filled.

This is a Temporary/INR position for the 2012-2013 School Year.

Applicants must have IB/AP experience and must be willing to use comprehensible input methodologies (TPRS)

A COMPLETE TEACHER APPLICATION INCLUDES THE FOLLOWING (MUST BE SCANNED IN):

A completed online application

\*An up-to-date professional resume

\*A legible copy of undergraduate and graduate transcripts

\*Three letters of recommendation; 2 professional, 1 collegial (must be within the last two years)

\*A legible copy of your teaching license(s)

\*Alternative Licensure Candidates (Teacher in Residence); Statement of Eligibility, copy of passing PLACE/PRAXIS II scores

Job DescriptionSUMMARY OF FUNCTION

The essential duties, responsibilities, and skills include the following

- Design and plans instruction
- Creates and maintains a learning climate
- Implements and manages instruction
- Assesses learning and communicates results
- Collaborates with colleagues, parents, and others
- Engages in professional development
- Plans a Program of Study that meets individual needs, interests, and abilities of the students
- Must be appropriately certified with a valid CTE/CDE Credential or be eligible for certification (CTE-Health Careers)
- Candidate must be a Registered Nurse
- Candidate must also supervise student clinicals during the summer for certification
- Must have knowledge of applicable Federal, State, and County rules and policies
- This position also provides tutoring for those Health Science students who are taking the online classes from Pikes Peak Community College; Law and Ethics and Medical Terminology

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with

limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

#### ESSENTIAL JOB FUNCTIONS

- Implements by instruction and action the district's philosophy of education and instructional content standards and benchmarks (goals and objectives)
- Provides effective instructional strategies and activities for all students in the classroom
- Prepares for classes assigned and shows written evidence of preparation upon request of the principal or his/her designated school leader
- Encourages students to set and maintain standards of appropriate classroom behavior
- Plans a program of study that meets the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required

#### OTHER DUTIES

- Performs related work as required

#### KNOWLEDGE, ABILITIES, AND SKILLS

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrates technology skills to support the content area(s) and 21st Century Learning
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education

JOB TITLE

JOB DESCRIPTION

- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

QUALIFICATIONS

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements
- Appropriate State licensure

ORGANIZATIONAL RELATIONSHIPS

- Reports to Principal

WORKING CONDITIONS

- The work is performed in a school classroom (environment).

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

**SALARY RANGE** Teachers (including Psychologists, Occupational, Therapists, Physical Therapists, and Counselors) hired into D11 are placed on the appropriate lane and step of the teacher salary schedule based on two factors which include:

- a) the educational background of the applicant and
- b) the number of years of prior job related experience (the maximum credit granted is 14 years provided the experience occurred in the last 15 years).

The minimum salary for a this position is \$31,728/yr and the maximum salary is \$67,101/yr

Please note a change in the Master Agreement.

"...as to newly hired teachers, any teaching experience obtained during the 2009-2010, 2010-2011 and 2011-2012 school years shall not count for purposes of placement on the salary schedule. Additionally, educational credits or advancement earned during the 2011-2012 school year shall not count for purpose of placement on the salary schedule."

**EQUAL EMPLOYMENT OPPORTUNITY** Colorado Springs School District 11 seeks to comply with applicable laws prohibiting discrimination in employment on the basis of race, religion, creed, color, national origin, sex, age, sexual orientation or disability.

Health Sciences Pathways Coordinator

**SUMMARY OF FUNCTION**

The Health Sciences Pathways Coordinator is responsible for the creation and ongoing coordination of the multiple facets of Behavioral Health and any, and all other Health related pathways. This is to include all Pre-K through 12th environments that have any point of touch with a Health Science pathway educationally and in the workforce environments. Specifically, the Health Sciences Pathways Coordinator will establish new pathways in this field and help facilitate the placement of all students, teachers, and clinical or field experiences from both postsecondary and D11 CTE programs.

This Coordinator will be the liaison between human resources, professional development, field placements, pathway staff, and students. This coordinator will be active in all city, county, regional, state, and national advisories, and committees to further the connections and collaborations with all agencies and communities applicable in the Health Sciences Pathways. Additionally, in the liaison role, this coordinator will work with other school districts for shared concurrent enrollment and pathway seats allotted to the surrounding districts. This coordinator will support all CTE Future Education courses and the HOSA student organization. This coordinator will coordinate concurrent enrollment programs with higher education partners as well as appropriate programs such as ASCENT. This coordinator will create and update all necessary documents for field placements. This coordinator will get the necessary training for pathways to be able to provide support and professional development for pathway staff members. As appropriate, this coordinator will hold any licenses necessary for supervision and accreditation in pathways.

**ESSENTIAL JOB FUNCTIONS**

- Facilitate collaboration among CTE programs, HR, professional learning, field placements, licensing agencies, and post-secondary partners.
- Oversee field placement evaluations and liaise with community partners to expand placement opportunities for Health Sciences pathways.
- Manage professional evaluations of students during placements.
- Organize workshops on D11's capacity to develop Health and Behavioral Health Service Providers and address industry changes.
- Advise CTE Health Science instructors on current best practices, certificates, and curriculum requirements.
- Maintain industry connections to identify emerging opportunities for students and address career barriers.
- Develop community-integrated marketing strategies to promote pathways and inclusive student opportunities.
- Coordinate Fall and Spring Advisory Meetings for Health and Behavioral Health Pathways.

**OTHER DUTIES**

- Other duties as assigned by D11 Supervising personnel or as needed in CTE programs.

**KNOWLEDGE, SKILLS AND ABILITIES**

- Clear written and verbal communication skills
- Strong Organizational skills
- Solution-focused problem-solving skills
- Clear understanding of mental health and “body” health connections
- Strong networking skills and connections in the community to collaborate with organizations, agencies, government, and advisory boards.
- Ability to support CTE instructors in curriculum needs.
- Knowledge of Colorado Workforce competencies
- Ability to facilitate communication and mediate, if necessary, with students, parents, staff, and community partners to ensure a safe, diverse, inclusive, and productive learning environment
- Ability to identify diversity needs in the pipeline and effectively work in those

JOB TITLE

JOB DESCRIPTION

communities to offer opportunities to students, staff, and parents.

- Ability to seek grants and other possible funding sources as necessary to program specific needs.
- Demonstrated ability to interact with students positively.
- Demonstrated ability to provide and seek out opportunities for program and student success.
- Demonstrated visionary leadership and development of programs to increase student success, and ability to alleviate barriers possibly prohibiting student success.
- Demonstrated ability for professional growth including cooperation with Career Pathway Instructors, Career and Technical Education, Industry, and Concurrent Enrollment partners.
- Demonstrated ability to use applications of technology in an instructional learning and professional environment.

OCCUPATIONAL EXPERIENCE

- Experience working in a Health or Behavioral Health Service Position
- Experience working in an Educational or Training Position
- Experience working with diversified populations including youth.
- Prior professional Board or other organizational participation.
- Experience networking and communicating between various entities.
- Experience in a Career and Technical Education setting.

QUALIFICATIONS

- Licenses, Certifications, or Training as required for Health and Behavioral Health Sciences Pathways
- Hold a current Career and Technical Education Certification in Education or be able to reinstate or obtain the authorization for this Certification within 1 year after hire.
- Hold a Valid Driver's License

ORGANIZATIONAL RELATIONSHIPS

- Reports to the CTE Director

WORKING CONDITIONS

- Working conditions/environments will vary to include but are not limited to community-based organizations, CTE and other high school campuses, 6-8th campuses District buildings, on-site meeting locations, and virtual settings.
- Travel between schools and other locations may be required.

PHYSICAL DEMANDS

- This position requires a person who can be ambulatory to travel to all locations necessary.
- The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS  
Exempt

WORK YEAR  
207 Days

JOB TITLE

JOB DESCRIPTION

Health Screening Coordinator

SUMMARY OF FUNCTION

Coordinates vision and hearing screening for all District Eleven schools, including scheduling, training and supervising all volunteers. Administers individual hearing tests, records results and maintains audio metric equipment and vision equipment.

ESSENTIAL JOB FUNCTIONS

- Trains/instructs volunteers in administration of Snellen vision test
- Monitors testing and supervises all volunteers
- Selects, trains and monitors hearing technicians
- Completes volunteer time sheets
- Administers individual hearing tests and records results
- Lists referrals and coordinates further evaluation with school nurse and audiologist
- Administers follow up screenings under their supervision
- Maintains audio metric equipment and Insta Line vision equipment
- Transports and sets up all equipment
- Keeps state mandated records on number of students screened
- Plans calendar of vision and hearing screening for all schools, including Early Childhood programs
- Assists school personnel and instructs volunteer chairman regarding program responsibilities
- Makes informational folders for each school describing screening process

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of hearing and vision health screening procedures
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines
- Ability to coordinate hearing and vision screening for the District
- Ability to conduct hearing tests and record results accurately
- Ability to operate keyboard devices at moderate speed
- Ability to maintain records and files
- Ability to communicate effectively and work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent, with course work in office practices or accounting
- Two years of experience in clerical, secretarial, accounting
- Knowledge of word processing, database and spreadsheets

ORGANIZATIONAL RELATIONSHIP

Reports to the Supervisor of Special Education and supervises hearing technician and volunteers

WORKING CONDITIONS

The work is performed in a typical office environment and at schools.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

JOB TITLE

JOB DESCRIPTION

Nonexempt

Health Screening Technician

**SUMMARY OF FUNCTION**

Provides support to health screening program in completing vision and hearing screening for the District. Administers vision and hearing tests and records results. Assists with training and working with volunteers.

**ESSENTIAL JOB FUNCTIONS**

- Performs vision and hearing screening for students using audiometers, tympanometry, DPOAE, Auto refractor, and other screening methods and records test results.
- Technicians must be available for flexible working hours. Hours are based on an average, per school year. Six hour employees will work 1100 hours per school year, 4 hour employee will work 740 hours per year. Hours are scheduled on an as needed basis. Example: Some days may be 7-8 hours long and others may be 3-4 hours. Some day's technicians are not scheduled to work and hours are conserved to cover larger schools that use more hours.
- Trains volunteers and oversees process of vision screenings in compliance with CDE Vision Screening Guidelines
- Compiles reports for district nurses and audiologists.
- Compiles lists for classroom teachers.
- Prepares and facilitates correspondence to parents.
- Calculates and records information for statistical reports.
- Accompanies district audiologists on follow-up assignments as needed.
- Loads and unloads equipment.
- Sets up, cleans and sanitizes and disassembles equipment.
- Performs general office clerical work as required.
- Maintains records and files

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
- Ability to administer vision and hearing tests and record results accurately
- Ability to setup, clean and operate all equipment
- Ability to operate keyboard devices at moderate speed
- Ability to load and unload equipment
- Ability to communicate effectively
- Ability to train volunteers.
- Comfortable and proficient working with children pre-k through 12th grade including children with special needs.
- Ability to work cooperatively with others
- Ability to work with confidential information

**QUALIFICATIONS**

- High school diploma or equivalent
- Experience in health screening and in using precision equipment
- Experience in public speaking small groups
- Experience in clerical/recordkeeping.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Health Screening Coordinator

**WORKING CONDITIONS**

The work is performed in various school environments.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate physical activity.

JOB TITLE

JOB DESCRIPTION

Typical positions require workers to walk or stand for long periods; lift and carry up to 30 pounds; bend, kneel, crouch and crawl; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

JOB TITLE

JOB DESCRIPTION

Heavy Equipment Operator

SUMMARY OF FUNCTION

Responsible for operating (as assigned principal operator) and performs minor maintenance and repair to assigned heavy equipment. Title may include assistant crew leader responsibilities on a temporary basis and assigned and manual labor responsibilities to support other District requirements.

ESSENTIAL JOB FUNCTION

- Operates equipment such as backhoe, loader, dump truck mounted snowplows and grader
- Operates class B type vehicle, i.e. trailers or lowboys
- Constructs and maintains surface drainage systems throughout the District
- Will be working with basic blueprints, sketches, other specification documents, transit and engineering rod for the purposes laying out grades and pipe trenches
- Digs and backfills ditches, potholes, grades playgrounds and removes snow
- Performs all tasks related to turf care including mowing, watering, fertilization and weed control
- Removes, replaces, installs asphalt and prepares for such
- Installs and repairs playground equipment and fences
- Prunes, removes and plants trees and shrubs
- Installs, repairs sprinklers
- Cooperates with other trades as a team member

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of heavy equipment operation
- Ability to operate backhoes, loaders, lowboy trailers, graders and other types of heavy equipment
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in operating heavy equipment

QUALIFICATIONS

- High School diploma or equivalent
- Valid Colorado Class B Commercial Driver’s License (yearly motor vehicle records will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

Reports to Supervisor Landscape Maintenance

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds, climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

**JOB TITLE****JOB DESCRIPTION**

Heavy Equipment Operator - CDL Examiner

**SUMMARY OF FUNCTION**

Responsible for operating (as assigned principal operator) and performs minor maintenance and repair to assigned heavy equipment. Title may include assistant crew leader responsibilities on a temporary basis as assigned and manual labor responsibilities to support other District requirements. Also serves as the Facilities Department commercial Driver's License Examiner, conducting training, record keeping and testing for all the CDL holders within the department.

**ESSENTIAL JOB FUNCTIONS**

- Operates equipment such as backhoe, loader, dump truck mounted snowplows and grader
- Operates class A type vehicle i.e. trailers or lowboys
- Will be working with basic blueprints, sketches, other specification documents, transit and engineering rod for the purposes laying out grades and pipe trenches
- Digs and backfills ditches, potholes, grades playgrounds and removes snow
- Performs all tasks related to turf care including mowing, watering, fertilization and weed control
- Removes, replaces, installs asphalt and prepares for such
- Installs and repairs playground equipment and fences
- Prunes, removes and plants trees and shrubs
- Installs, repairs sprinklers
- Maintains CDL files, performs training for CDL license holders and serves and the designated state certified CDL examiner for the department
- Cooperates with other trades ad a team member

**OTHER DUTIES**

- Performs related duties ad assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of heavy equipment operation
- Ability to operate backhoes, loaders, low boy trailers, graders and other types of heavy equipment
- Knowledge of CDL Class A and CDL Class B requirements and can train others
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in operating heavy equipment

**QUALIFICATIONS**

- High school diploma or equivalent
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Supervisor Landscape Maintenance

**WORKING CONDITIONS**

The work is performed in a shop and outside on job sites.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds, climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt

**JOB TITLE****JOB DESCRIPTION**

High School Building Manager

**SUMMARY OF FUNCTION**

Manages all maintenance and minor repairs in school complex, supervises staff performance, completes staff performance evaluations and performs work assignments.

**ESSENTIAL JOB FUNCTIONS**

- Inspects school complex daily to ensure cleanliness, safety and timely correct completion of work
- Checks for vandalism and needed repairs and maintenance
- Schedules work assignments, supervises or actively participates in all phases of maintenance including routine cleaning of all areas of building and other required maintenance
- Responds to emergencies
- Monitors building systems including heating, air conditioning and ventilation, and security and lighting
- Maintains budget log books
- Reports mechanical repairs, maintenance projects and emergencies which are beyond building staff capability
- Submits job orders and coordinates scheduled repairs or projects through facilities
- Supervises or actively participates in all phases of grounds maintenance including snow removal, sweeping and grounds inspection
- Responds to special requests for custodial assistance from building administration, staff and outside organizations
- Maintains all required records including staff time sheets, cleaning supply/usage and building use by outside organizations and individuals
- Orders and/receives supplies
- Documents inventory
- Submits annual budget
- Schedules/participates in and supervises summer maintenance and major/projects
- Responsible for pool water quality control to include proper dispensing and storage of pool chemicals; system component maintenance to include chemical dispensing equipment, pumps, filters, etc.; verification of daily inspection and preventative maintenance checklists as well as following written procedures and standards

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of building and grounds operations and maintenance as applied to the requirements of a senior high school
- Ability to direct all building operations of a large high school complex
- Ability to supervise others in the work
- Ability to perform building operations work efficiently
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade
- Ability to read and understand SDS sheets, work orders, invoices, etc.

**QUALIFICATIONS**

- High School diploma or equivalent
- Six years of experience in all phases of building maintenance and repair
- Applicant must possess or be eligible to obtain a Certified Pool Operator (CPO) certificate within 6 months of employment

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Area Custodial Supervisor. Supervises technical and support staff. Subject to rotational movement at the need of the District and the discretion

JOB TITLE

JOB DESCRIPTION

of the Area Custodial Supervisor, Custodial Foreman or the Facilities Operations & Maintenance Manager.

WORKING CONDITIONS

The work is performed in a senior high school. **PHYSICAL DEMANDS** The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

WORK YEAR

260

JOB TITLE

JOB DESCRIPTION

Home School Liaison

SUMMARY OF FUNCTIONS

Plans, develops and facilitates activities to support educational programs for home school families which will enhance the home school education experience and the academic achievement of home school students while continuing to honor the decision and commitment made by home school parents. Serves as a source of information regarding home school requirements and offers outreach to connect home school students to appropriate district resources on a voluntary basis. Creates new avenues of educational opportunity for those home school students who seek them through partnerships with district school programs.

ESSENTIAL JOB FUNCTIONS

- Maintains Communication with the local home school community and serves as a source of information regarding home schooling
- Surveys the interests of home school families regarding the resources and support they may seek from the district
- Works with district school principals to develop outreach programs and ensure consistent policies and practices for appropriate placement when home school students return to district schools
- Coordinates voluntary activities and programs of instruction to home school parents
- Develops training and information seminars for home school families
- Coordinates the Home Education Support Program (HESP)

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of Colorado State statute regarding home schooling
- Knowledge of curriculum and instruction
- Ability to communicate effectively
- Ability to work cooperatively with others
- Knowledge of district and state content standards
- Ability to plan, develop and coordinate educational programs using district resources

QUALIFICATIONS

- Associates Degree/2 years college
- Experience working in education field
- Experienced in home schooling

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Executive Director of School Management

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

JOB TITLE

JOB DESCRIPTION

185 Days

Human Resources Director - Elementary

**SUMMARY OF FUNCTION**

Administers and directs the human resource function for recruitment and hiring, employee relations for all Elementary school applicants and employees of the District. Reviews and updates all Board of Education Personnel Policies following District process. A supportive participant of Human Resources executive team striving toward excellence in customer service. Oversees all FOTC and Central Admin processes, procedures and issues.

**ESSENTIAL JOB FUNCTIONS**

- Provides excellence in customer service in all areas including 24-hour responses to e-mails, contacts, phone messages, etc....
- Oversees the recruiting effort for all elementary employee groups, Central Administration, Tesla Educational Center, Transportation and Facilities.
- Develops and implements recruitment, retention, succession plan and employee engagement collaboratively with Human Resources Director – Secondary and Executive Director of Human Resources.
- Oversee and monitors all employment activities of schools/department personnel following federal, state, and district policies and guidelines.
- Directs and oversees the preparations of all job postings, vacancies, screening elementary applicants, monitoring the hiring process and processing pre-employment data on all elementary applicants.
- Directs, manages and advises employees by counseling employees and supervisors regarding staff conflict, employee grievances and complaints and related issues.
- Insures all employees are highly qualified according to federal, state, and district guidelines (Maintains a current data base to monitor highly qualified status).
- Screens and approves all elementary applicants for hiring.
- Oversees fingerprinting, background reports and follows up as needed.
- Reviews and approves all elementary personnel transfers and monitors and approves job postings.
- Insures hiring practices follow federal and state laws and district policy.
- Interprets district employment policies and counsels and communicates policies to staff at schools/departments.
- Provides training to Supervisors on employment district policies and best practices.
- Supervises evaluates, and provides cross training to all Educational Support Professionals to answer all inquiries concerning hiring elementary, FOTC and Central Admin employees.
- Aligns Human Resources processes and procedures in order to address needs of all employees consistently.
- Works collaboratively with other departments to be proactive to avoid and/or problem solve issues.
- Insures all paperwork and data entry are completed accurately in a timely matter.
- Oversees the preparation of files for newly hired elementary employees are complete, accurate, and in proper order prior to filing.
- Oversees related documentation and record keeping for all personnel functions.
- Develops and monitors employee programs to encourage employee satisfaction and productivity for employees. Assists staff development in determining training needs.

- Monitors the discipline procedures for elementary personnel.
- Oversees the employee performance and evaluation processes and reviews evaluations (Provides training and ongoing information in the process and guidelines of evaluations to supervisors).
- Provides data from evaluation to Professional Development for training implications.
- Oversees related documentation record keeping and correspondence for elementary personnel functions.
- Represents the Human Resources Department to various internal committees and work groups and outside agencies.
- Represents Human Resources Department at accommodations meetings.
- Supervises and evaluates all educational support personnel and executive professionals who are direct reports.
- Coordinates Worker's compensation placements; may attend unemployment compensation hearings for elementary personnel.
- Conducts employee investigations, makes recommendations, and follows District and State processes for termination, teacher dismissal and non-renewals for elementary employees.
- Assists in staff development in determining training needs.
- Participates in negotiations and/or meet and confer process as requested.
- Management and oversight of the human resources front desk.

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES and SKILLS**

- Knowledge of human resources principles and practices and employment law.
- Knowledge of applicable laws, rules, and regulations governing human resources management activities.
- Ability to implement and manage an effective human resources program for licensed, executive, professional, and education support professional staff.
- Ability to perform sound human resource analysis and take or recommend appropriate actions regarding human resources matters.
- Ability to communicate effectively, with all levels in the organizations as well as the community.
- Ability to work cooperatively with others.

**QUALIFICATIONS**

- Bachelor's degree in human resources administration or related educational field required.
  - Master's Degree is preferred;
- Five years of human resources management experience preferred;
- Educational experience will be considered;
- PHR/SPHR preferred.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Executive Director of Human Resources
- Supervises support staff

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK YEAR**

260 Days

**FLSA STATUS**

Exempt

Human Resources Director - Secondary

**SUMMARY OF FUNCTION**

Administers and directs the human resource functions for recruitment and hiring, employee relations for all Secondary (Middle/High School/Alternative), and temporary worker applicants and employees of the District. Oversees all FOTC and Central Admin processes, procedures and issues. A supportive participant of Human Resources executive team striving toward excellence in customer service.

**ESSENTIAL JOB FUNCTIONS**

- Provides excellence in customer service in all areas including 24-hour responses to e-mails, contacts, phone messages, etc.
- Insures all paperwork and data entry are done accurately and in a timely manner
- Oversees the recruiting effort for all secondary positions
- Oversees the recruiting effort for all elementary employee groups, Central Admin, Transportation and Facilities.
- Develops and implements recruitment, retention, succession plan and employee engagement collaboratively with Human Resources Director – Elementary and Ex. Director of HR
- Oversee and monitors all employment activities of schools/department personnel following federal, state, and district policies and guidelines
- Directs and oversees the preparations of all job postings, vacancies, screening secondary applicants, monitoring the hiring process and processing pre-employment data on all secondary applicants
- Directs, manages and advises secondary employees by counseling employees and supervisors regarding complaints concerning employment issues
- Insures all employees are highly qualified according to federal, state, and district guidelines (Maintains a current data base to monitor highly qualified status)
- Screens and approves all secondary applicants for hiring
- Oversees fingerprinting, background reports and follows up as needed
- Reviews and approves all secondary personnel transfers and monitors and approves job postings
- Insures hiring practices are in compliance with federal and state laws and district policy
- Interprets district employment policies and counsels and communicates policies to staff at schools/departments
- Provides training to Supervisors on employment district policies and best practices
- Assists staff development in determining training needs
- Supervises evaluates, and provides cross training to all Educational Support Professionals to answer all inquiries concerning hiring secondary employees.

- Aligns Human Resources processes and procedures in order to address needs of all employees consistently
- Represents the Human Resources Department with participation in various internal committees and work groups and outside agencies
- Works collaboratively with colleges/universities/alternative licensure programs and principals to assign, oversee, and document assignments of all student teachers
- Works collaboratively with other departments to be proactive to avoid and/or problem solve issues
- Works collaboratively with departments to staff all schools in a timely manner
- Insures all paperwork and data entry are completed accurately in a timely matter
- Oversees the preparation of files for newly hired secondary employees are complete, accurate, and in proper order prior to filing
- Oversees related documentation and record keeping for all personnel functions
- Hears all grievances and reviews for all secondary staff
- Develops and monitors employee programs to encourage employee satisfaction and productivity for employees. Assists staff development in determining training needs
- Monitors the discipline procedures for secondary personnel
- Oversees the employee performance and evaluation processes and reviews evaluations (Provides training and ongoing information in the process and guidelines of evaluations to supervisors)
- Provides data from evaluation to Professional Development for training implications
- Oversees related documentation record keeping and correspondence for secondary personnel functions
- Represents the Human Resources Department to various internal committees and work groups and outside agencies
- Represents Human Resources Department at accommodations meetings for secondary staff
- Coordinates Worker's compensation placements; may attend unemployment compensation hearings for secondary personnel
- Conducts employee investigations, makes recommendations, follows District and State processes for termination, teacher dismissal and non-renewals for secondary employees
- Assists in staff development in determining training needs
- Participates in negotiations and/or meet and confer process as requested
- Reviews and updates all Board of Education Personnel Policies following District process.

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES and SKILLS**

- Knowledge of human resources principles and practices and employment law
- Knowledge of applicable laws, rules, and regulations governing human resources management activities
- Ability to implement and manage an effective human resources program for licensed, executive, professional, and education support professional staff
- Ability to perform sound human resource analysis and take or recommend appropriate actions regarding human resources matters
- Ability to communicate effectively, with all levels in the organizations as well as the community
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Bachelor's degree in human resources administration or related field required. Master's Degree is preferred;
- Five years of human resources management experience preferred;
- PHR/SPHR preferred

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Executive Director of Human Resources
- Supervises support staff

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK YEAR**

260 Days

**FLSA STATUS**

Exempt

Human Resources Diversity Specialist

**SUMMARY OF FUNCTION**

The Human Resources Diversity Specialist works under the general supervision of the Executive Director of Human Resources to provide guidance. The major role of this position is to support the District in the area of diversity inclusion, teacher recruitment and the hiring process. This position will serve as the District 11 liaison to the community and minority organizations, i.e., Black Educators Network (BEN), NAACP, SCLC, Hispanic Heritage Council, Black/Latino Coalition, Latino Community Luncheon Committee, National Alliance of Black School Educators (NABSE), etc. This position will manage all student teachers and interns. This position will source and recruit candidates by using social media, online postings and other media as necessary. This position will also provide support in various functions related to the services provide by the Human Resource Department.

**ESSENTIAL JOB FUNCTIONS**

- Assist with designing and implementing overall teacher recruitment strategies.
- Ensure hiring practices comply with federal law and district policy.
- Prepare recruitment materials and post open positions to appropriate job boards / newspapers / colleges, etc.
  - Oversees the coordination of district job fairs.
  - Oversees job fair swag and communications.
  -
- Follow up with candidates that receive unassigned contracts to optimize retention.
- Monitor source of applicant follow in Talent Acquisition Management (TAM) to ensure appropriate marketing for recruiting teachers to the district.
- Screen candidates for open positions and route to the appropriate hiring manager.
- Coordinate the district recruitment committees' calendar, agenda and logistics.
- Coordinate and monitor all student teacher / internships.
  - Manage university partnerships.
  - Work with Building Administrators to place student teachers.
  - Process requests for system access and emails.
  - Monitor and process background checks for all student teachers and interns that fall in the required parameters.
  - Build relationships with Student Teachers in hopes of securing their employment with the district.
  -
- Maintain diversity statistics for all teachers and student teachers.
- Assist with contacting candidates regarding salary offers.
- Assist with teacher onboarding as needed.
- Interprets district policies and counsels and communicates policies to staff as needed.
- Represents the Human Resources department to various internal committees and work groups and outside agencies.
- Knows and can implement Human Resources procedures and employment law.
- Works with other departmental and district staff on issues of mutual concern such as processes and problem solving.
- Assist the Director of Equal Opportunity Programs/Ombudservices to establish and implement the District 11 approved Affirmative Action Plan.
- Assist the Director of Equal Opportunity Programs/Ombudservices to assemble an Affirmative Action Advisory Committee.

- Coordinate and participate in diversity compliance training.
- Monitor membership on district interview committees.
- Assist the Assistant Superintendent for Curriculum, Instruction and Student Services by providing resources that reflect the importance of diversity awareness and multi-cultural experience and the significance of affirmative action in the curriculum.
- Compile, maintain and update website information and contact list for distribution and notification of District 11 employment opportunities to minority organizations.

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- **KNOWLEDGE, ABILITIES AND SKILLS**

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- Knowledge of Civil Action No. 76-M-415 Affirmative Action Injunction, effective February 28, 1986
- Working knowledge of Human Resource policies, procedures, and practices
- Knowledge of applicable laws, rules and regulations governing human resources management activities
- Working knowledge of Microsoft Office
- Ability to investigate complaints, analyze data, create a written summary of the information, and where requested provide for solutions or a workable method for solving problems.
- Ability to interact and effectively communicate with a diverse workforce, district staff, community members, and minority organizations.
- Ability to present a positive and courteous image to all customers of the department internal as well as external.
- Ability to provide exemplary customer service.

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- **QUALIFICATIONS**

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- A Bachelor's Degree in Human Resources or similar field is required. Three years of prior Human Resources experience to include knowledge of computer systems, recruitment and hiring are preferred.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports directly to the Executive Director of Human Resources.
- Interfaces daily with department staff, district employees, and members of the public.

Represents the District and the Department to all levels of the organization and public who need to have information provided, questions answered, or problems resolved in a timely and effective manner

**WORKING CONDITIONS**

Work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work requires manual dexterity and extensive use of a computer terminal, video monitor, printer, and 10-key adding machine. Long periods of sitting are required. Must be able to lift up to 20 pounds, climb stairs, bend, reach, and use the telephone.

**WORK YEAR:**

260 Days

**FLSA STATUS:**

JOB TITLE

JOB DESCRIPTION

Exempt

JOB TITLE

JOB DESCRIPTION

Human Resources Front Desk Recruiter

SUMMARY OF FUNCTION

Provides administrative office and customer service support to implement designated programs or functions. Processes documents, packets and materials, answers phones, handles walk in traffic, compiles and verifies information.

ESSENTIAL JOB FUNCTIONS

- Processes or prepares materials, paperwork, reports, listings and forms.
- Processes documents, request forms and compiles summaries and statistics
- Processes or assists in general operation of specified office procedures
- Performs secretarial duties for administration as assigned
- Assists with scheduling training/meetings for District staff
- Performs word processing correspondence, reports, memos, forms, spreadsheets, etc
- Maintains appropriate files and records to maintain correct data for department
- Answers phone lines, responds to callers, transfers calls or takes messages
- Maintains good communications with outside agencies, schools and other departments within the District
- Initiates calls necessary for completing work assignments or to gather/disseminate information
- Responds to inquiries from office visitors, schools, other departments, outside agencies and the public regarding specialized information, records, policies, procedures, projects, programs and services
- Performs secretarial duties for Administration as assigned. Provides back up for other support staff in department
- Initiates activities to accomplish daily operations using discretion, confidentiality and good judgment to assist and support the mission
- Is responsible for confidentiality on matters other than routine information
- ? Uploads documents into PaperVision
- ? Assists the sub office with screening of applicants and scheduling onboarding
- ? Oversees/schedules fingerprinting process, and collection of background documents from District Security for processing
- ? Completes all CDE license tracking for D11 and verifies CDE CBI report
- ? Processes all Loan Forgiveness documents for employees
- Support recruiters as needed (during high recruitment periods)
- ? Processes all Loan Forgiveness documents for employees
- ? Verification of employment for outside entities using the Verifent system

OTHER DUTIES

- Other duties as assigned
- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines
- Ability to work with confidential information
- Ability to operate keyboard devices at moderate speed; ability to use e-mail
- Knowledge of payroll processing and/or standard accounts maintenance procedures
- Ability to process payroll transactions and/or math calculations quickly and accurately
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

QUALIFICATIONS

JOB TITLE

JOB DESCRIPTION

- High School diploma or equivalent with course work in office practices or accounting.
- Two years of experience in clerical, secretarial, accounting.
- Knowledge of word processing, data base and spreadsheets

ORGANIZATIONAL RELATIONSHIPS

Reports to appropriate department head.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Non-exempt

WORK YEAR

260 Days

JOB TITLE

JOB DESCRIPTION

Human Resources Specialist

**SUMMARY OF FUNCTION** The Human Resources Specialist works under the general supervision of the Executive Director of Human Resources to provide guidance. The major role of this position is to oversee teacher recruitment, student teachers and interns. This position will source and recruit candidates by using social media, online postings and other media as necessary.

**ESSENTIAL JOB FUNCTIONS**

- Oversee daily teacher recruitment.
- Assist with designing and implementing overall teacher recruitment strategies.
- Oversee and coordinate the district recruitment committees' calendar, agenda and logistics in support of HR Director(s) guidance.
- Ensure hiring practices comply with federal law and district policy.
- Prepare recruitment materials and post open positions to appropriate job boards / newspapers / colleges, etc.
- o Oversees the coordination of district job fairs.
- o Oversees job fair swag and communications.
- Assist with follow-up to candidates that receive unassigned contracts to optimize retention.
- Monitor source of applicant follow in Talent Acquisition Management (TAM) to ensure appropriate marketing for recruiting teachers to the district.
- Monitor all CDE licensure expirations (60 day and 2-week notices) for positions that require licenses and send out the notification letters.
- Assist with teacher onboarding as needed.
- Coordinate and monitor all student teacher / internships.
- o Manage university partnerships.
- o Work with Building Administrators to place student teachers.
- o Process requests for system access and emails.
- o Monitor and process background checks for all student teachers and interns that fall in the required parameters.
- o Build relationships with Student Teachers in hopes of securing their employment with the district.
- Recruitment Lead for Central Admin Teachers / TOSA.
- Interprets district policies and counsels and communicates policies to staff as needed.
- Knows and can implement Human Resources procedures and employment law.
- Works with other departmental and district staff on issues of mutual concern such as processes and problem solving.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Working knowledge of Human Resource policies, procedures, and practices
- Working knowledge of Colorado Department of Education (CDE) teacher and special service provider license requirements
- Knowledge of applicable laws, rules and regulations governing human resources management activities
- Working knowledge of Microsoft Office
- Ability to investigate complaints, analyze data, create a written summary of the information, and where requested provide for solutions or a workable method for solving problems.
- Ability to interact and effectively communicate with a diverse workforce, district staff, community members, and minority organizations.
- Ability to present a positive and courteous image to all customers of the department internal as well as external.
- Ability to provide exemplary customer service.

**QUALIFICATIONS**

- A Bachelor's Degree in Human Resources or similar field is preferred. A combination of schooling and experience will be considered.
- Three years of prior Human Resources experience to include knowledge of computer systems (PeopleSoft), recruitment and hiring are required.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports directly to the Executive Director of Human Resources.
- Interfaces daily with department staff, district employees, and members of the public.
- Represents the District and the Department to all levels of the organization and public who need to have information provided, questions answered, or problems resolved in a timely and effective manner

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS** Work is performed in a typical office environment.

**PHYSICAL DEMANDS** The work requires manual dexterity and extensive use of a computer terminal, video monitor, printer, and 10-key adding machine. Long periods of sitting are required. Must be able to lift up to 20 pounds, climb stairs, bend, reach, and use the telephone.

**WORK YEAR:** 260 Days

**FLSA STATUS:** Exempt

INDIVIDUALIZED EDUCATION  
FACILITATOR

**SUMMARY OF FUNCTION**

Assists in planning, coordinating and evaluating the implementation of Individualized Education (SPED, CLDE, GT) programming for the district. Oversees special for Individualized Education designated area or scope of practice. Provides professional/technical support to instructional staff and related service staff in all areas of Individualized Education (SPED, CLDE, GT) with emphasis on Multi-Tiered Systems of Supports and best instructional practices to improve student achievement.

**ESSENTIAL JOB FUNCTIONS**

- Support student achievement with a focus on ensuring high academic performance by all students
- Assist Individualized Education administrators by overseeing the implementation of designated programs for assigned area
- Collaborate with building leadership regarding Individualized Education related issues
- Coordinate and communicates program directions to staff and directs implementation strategy
- Monitor compliance with laws, procedures and requirements
- Provide professional/technical support to special education staff
- Counsel staff on best instructional practices and program directives
- Evaluate staff as assigned
- Recommend methods for improvement
- Participate in challenging meetings as requested by district administration
- Make recommendations regarding staffing as
- Monitor and evaluate programs for designated areas
- Analyze program effectiveness, adjusts program directives to fit area characteristics as needed
- Recommend appropriate program changes for the district
- Analyze needs, schedule professional development activities, and coordinate with other areas as needed

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, SKILLS and ABILITIES**

- Knowledge of relevant education laws and procedures
- Knowledge of educational pedagogy as applied to individualized education
- Ability to plan and develop Individual Education programs for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Principal/Administrator license preferred
- Master or Doctoral degree in appropriate area
- Minimum 3 years extensive successful experience in leading programs serving students with significant support needs in such areas as SED, Specific Learning Disabilities Speech/Communication, CLDE, GT and assessments, etc.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Individualized Education and/or the Director of Academics

**WORKING CONDITIONS**

The work is performed in a typical office environment or itinerantly at District 11 schools/sites.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer

JOB TITLE

JOB DESCRIPTION

or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites for supervisory reasons.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days (P09B)

IT Network Administrator

**SUMMARY OF FUNCTION**

Under the direction of the Director of Network and Telecommunications Services and working closely with the Entire Network Services team, the IT Network Administrator is responsible for all aspects of WAN/LAN network Infrastructure operations, maintenance and upgrades. Also, assists Telecomm, and other systems administration in Data/Comm. with design and integration of automated monitoring, services and controls. This position will be required to document solutions in a standard format with updates on Webex and MS Teams for dispersal to key personnel within the environment. Additional responsibilities will include responding to help desk tickets to complete to resolution, data systems monitoring, troubleshooting, configuring, installing, maintaining, and repairing network and server systems and components, providing recommendations and/or direction regarding upgrades, and resolving LAN/WAN operational issues to support district and site staff. This position is also responsible for learning and assisting in cybersecurity operations. This position will also have the primary responsibility of monitoring and maintaining the Smartoptics or other DWDM solution – will necessitate working with the vendor for updates and for keeping up with current trends and implementing them as necessary.

**ESSENTIAL JOB FUNCTIONS**

- Server installation, maintenance, troubleshooting, upgrades and design within both a physical and virtualized environment, UPS and power audits and recoveries, network device configuration, programming and maintenance, and identity lifecycle management
  - Assists the Network Services team to design and maintain computer networks, network topology and network engineering (e.g. Internet, Intranet, web mail, FTP servers, etc.) for the purpose of ensuring effective and efficient computer operations.
  - Network Communications: TCP/IP, AAA protocols, and routing and switching protocols in a multivendor environment
  - Provide assistance to District 11 technology staff to accomplish tasks identified to provide technological solutions related to a LAN/WAN environment
- Assists in configuring, maintaining, monitoring and documenting the wireless network for the District. Troubleshoots any issues with the wireless LAN system. Currently uses the Wyebot troubleshooting hardware and software for assistance
- Participates in a variety of planning and development activities, including districtwide committees for the purpose of creating short and long range plans for the ongoing support to the district.
  - Prepares written materials (e.g. procedures, system level documentation, reports, memos, site surveys, operational

documentation, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

- Recommends equipment, supplies and materials for the purpose of acquiring required items and completing jobs efficiently. Also researches trends, products, equipment, tests, etc. for the recommendation of procedures and/or purchases
- Troubleshoots malfunctions of network hardware and/or software applications within the District's local and wide area networks, telephones, security systems and A/V systems (e.g. servers, router/switch, access points, network protocols, etc.) for the purpose of resolving operational issues and restoring services.

Learns the aspects of cybersecurity to assist the Lead Network Engineer in troubleshooting and preventing intrusion attempts.

- Support the educational technology environment needs as related to WAN environments

#### OTHER DUTIES

- Performs any related work as required – there are so many facets that all cannot be documented individually

#### KNOWLEDGE, ABILITIES AND SKILLS

- Extensive knowledge and experience with a Microsoft Windows multi-domain model and environment

Extensive knowledge of Cisco/Meraki protocols

- Working knowledge of internet/intranet network architecture

- Knowledge of principles, practices and techniques of TCP/IP communications

- Knowledge of the principles, concepts and practices of networking, including hardware and software configuration related to District 11's network

- Ability to analyze problems and determine appropriate solutions

- Ability to communicate effectively with a technical staff related to technology and infrastructure

- Assignments and tasks with both technical and non-technical backgrounds

- Self-motivated

- Demonstrated ability to learn new technologies

- Demonstrated ability to troubleshoot a wide variety of related technologies

- Demonstrated ability to communicate effectively

- Must have current Colorado driver's license

#### QUALIFICATIONS

- BS in Computer Science or equivalent with MCSA knowledge plus 5 years of practical networking experience within a Windows environment preferred or 10 years of experience within a large

JOB TITLE

JOB DESCRIPTION

network environment with increasing experience. Strong consideration will be given to individuals with a minimum of a CCNA certification. Must maintain Microsoft/and or Cisco current certification.

- Experience in information technology, network management and/or directly related field
- Experience with routed networks, Cisco, Procurve, Brocade, 3Com networking hardware, or any future technology as necessary. CCNA preferred!
- Experience which demonstrates knowledge of network management, LAN/WAN telecommunications,
- Cabling 568-A&B STD, Category 5E or greater
- Fiber optics experience preferred

ORGANIZATIONAL RELATIONSHIPS

Reports directly to Director of Networking and Telecommunications Services

WORKING CONDITIONS

The work is performed in a typical office and data center environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing

FLSA STATUS

Exempt

WORK YEAR

260 Days

IT Support Specialist

**SUMMARY OF FUNCTION**

Under the direction of the Director of Technical and Support Services the IT Support Specialist has two primary roles of responsibility: 1) basic technical assistance and support, 2) delivery and set up of computers to student homes. The support specialist supports daily access to and utilization of information and technology resources and supports Lacuna Educational Program teachers and students technology needs.

**ESSENTIAL JOB FUNCTIONS**

- Strategic acquisition and maintenance of all networks, hardware, software and resources
- Provides basic technical assistance and support to students and staff in a timely manner
- Supports the implementation, utilization and maintenance of all technology equipment and program components
- Troubleshoots hardware, software and in home network problems
- Serves as liaison with the Support Center/Help Desk
- Delivers, sets-up and connects computers in student homes
- Assists in the creation of a quality technology program
- Assists teachers to supervise student use of the district network resources, reinforces appropriate behavior
- Assists students and staff with intellectual and physical access on-line electronic resources
- Supports the acquisition of information literacy and research skills among staff and students
- Upholds policy and procedures consistent with district goals, policies, procedures, and mission statement
- Organizes complex tasks and processes
- Develops and puts into practice a personal professional growth plan that is aligned to Lacuna Educational Program goals
- Assists with the development of systems/plan for, inventory, repair records, equipment location, resource maintenance, and replacement/upgrade of technology equipment
- Communicates with stakeholders
- Communicates with Lacuna teachers to overcome problems and promote integration of information literacy and technology into daily activities
- Assists Lacuna teachers to work with users in implementing and monitoring district policies, procedures, and security controls
- Analyzes and solves problems effectively
- Collaborates with appropriate stakeholders to solve problems effectively
- Leads and facilitates collaboratively
- Works with Lacuna Educational Program teachers and all stakeholders to clearly set the mission and aligned goals for the Lacuna Educational Program
- Uses a continuous improvement (plan, do, study, act) approach to implement direction and create an environment conducive to learning and achieving high student achievement
- Monitors, charts, and displays progress toward program goals

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrated technical competencies in computer hardware and software
- Ability to foster and manage change
- Demonstrated abilities in organizational, human relations, oral and written communications skills
- Ability to work cooperatively with others and as a team member

JOB TITLE

JOB DESCRIPTION

QUALIFICATIONS

- Two years of technology experience required
- Demonstrated technical competencies in computer hardware and software preferred
- Valid Colorado Driver's License and clean driving record

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Technical Services

WORKING CONDITIONS

The work is performed in a typical office and installs computers in student homes.

PHYSICAL DEMANDS

The work is regularly active with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs or ladders; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

IT Systems Administrator

**SUMMARY OF FUNCTION**

Under the direction of the Director of Network and Telecommunications Services and working closely with the Lead Network Engineer, the IT Systems Administrator is responsible for all aspects of WAN network Infrastructure operations, maintenance and upgrades. Also, assists Telecomm, and LAN systems administration in Data/Comm. with design and integration of automated monitoring, services and controls. This position will be required to document solutions in a standard format for dispersal to key personnel within the environment. Additional responsibilities will include help desk assistance in troubleshooting and resolutions, backup and recovery, troubleshooting, configuring, installing, maintaining, and repairing network and server systems and components, providing recommendations and/or direction regarding upgrades, and resolving LAN/WAN operational issues to support district and site staff. This position is also responsible for many cloud integration functions – keeping up with current trends and implementing them as necessary.

**ESSENTIAL JOB FUNCTIONS**

- Server installation, maintenance, troubleshooting, upgrades and design within both a physical and virtualized environment, UPS and power audits and recoveries, backup and restore functions. network device configuration, programming and maintenance, public cloud, and identity lifecycle management
- Assists the Lead Network Administrator to design and maintain computer networks, network topology and network engineering (e.g. Internet, Intranet, web mail, FTP servers, etc.) for the purpose of ensuring effective and efficient computer operations.
- Network Communications: TCP/IP, AAA protocols, and routing and switching protocols in a multivendor environment
- Provide assistance to District 11 technology staff to accomplish tasks identified to provide technological solutions related to a LAN/WAN environment
- Primary person to configure, maintain, monitor and document the wireless network. Troubleshoots any issues with the wireless LAN system
- Participates in a variety of planning and development activities, including districtwide committees for the purpose of creating short and long range plans for the ongoing support to the district
- Perform Help Desk requests related to service interruptions within WAN and LAN environment and document corrective action and procedures
- Work closely with Information Technology personnel and other departments to improve operations and efficiency of systems and equipment
- Prepares written materials (e.g. procedures, system level documentation, reports, memos, site surveys, operational documentation, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information
- Recommends equipment, supplies and materials for the purpose of acquiring required items and completing jobs efficiently. Also researches trends, products, equipment, tests, etc. for the recommendation of procedures and/or purchases
- Troubleshoots malfunctions of network hardware and/or software applications within the District's local and wide area networks, telephones, security systems and A/V systems (e.g. servers, router/switch, access points, network protocols, etc.) for the purpose of resolving operational issues and restoring services
- Support the educational technology environment needs as related to WAN environments

**OTHER DUTIES**

- Performs any related work as required – there are so many facets that all cannot be documented individually

**KNOWLEDGE, ABILITIES AND SKILLS**

- Extensive knowledge and experience with a Microsoft Windows multi-domain model and environment
- Working knowledge of internet/intranet network architecture
- Knowledge of principles, practices and techniques of TCP/IP communications
- Knowledge of the principles, concepts and practices of networking, including hardware and software configuration related to District 11's network
- Ability to analyze problems and determine appropriate solutions
- Ability to communicate effectively with a technical staff related to technology and infrastructure
- Assignments and tasks with both technical and non-technical backgrounds
- Self-motivated
- Demonstrated ability to learn new technologies
- Demonstrated ability to troubleshoot a wide variety of related technologies
- Demonstrated ability to communicate effectively
- Must have current Colorado driver's license

**QUALIFICATIONS**

- BS in Computer Science or equivalent with MCSE certification plus 5 years practical networking experience within a Windows environment preferred or 10 years of experience within a large network environment with increasing experience. Must maintain Microsoft certifications
- Experience in information technology, network management and/or directly related field
- Experience with MS-Exchange
- Experience with routed networks, Cisco, Procurve, Brocade, 3Com networking hardware, or any future technology as necessary. CCNA preferred
- Experience which demonstrates knowledge of network management, LAN/WAN telecommunications
- Cabling 568-A&B STD, Category 5E or greater
- Fiber optics experience preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports directly to Director of Networking and Telecommunications Services

**WORKING CONDITIONS**

The work is performed in a typical office and data center environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing

**FLSA STATUS**

Exempt

JOB TITLE

JOB DESCRIPTION

**WORK YEAR**

260 Days

ITLS Support Specialist

ITLS Support Specialist

## SUMMARY OF FUNCTION

Under the direction of the Library Technology Facilitator, the Instructional Technology Library Services Support Specialist oversees the end-user aspects of the district wide inventory and circulation systems that account for digital and physical materials. The ITLS Support Specialist is responsible for the development of comprehensive processes for mobile applications review, purchase, use and public transparency. The position also provides library and textbook material copy cataloging records year-round.

## ESSENTIAL JOB FUNCTIONS

Provides system application support to district users:

- Manage App requests and facilitate process of purchase for all D11 iPads
- Provide application curation for streamlining of apps in use, developing and maintaining searchable database
- Communicate with app requestors to determine need and alternatives
- Train customers on app process
- Lead support and management of library, textbook and asset management for all schools and for specific departments
- Lead work with various departments to ensure accuracy of data imports, including but not limited to Procurement, ADS, Finance Department, Warehouse
- Train customers on inventory processes, including creation of documentation
- Provide phone, in person and virtual technical support
- Lead schools and departments in the district to maintain accurate inventory of assets
- Initiate and finalize multiple inventory processes
- Use SCCM/Config Manager to track asset location and users
- Support of educational software purchased by ITLS as needed (including but not limited to Teachingbooks, PebbleGo and Britannica)
- Backup support for additional ITLS staff for software management and other tasks
- Manage and support Library, Technology and Asset Inventories in all schools and multiple departments through direct support, training documentation creation, and training of both individuals and groups in multiple inventory systems.
- Collaborate with other departments to onboard and train for Resource Manager Asset Management system, including ensuring accurate data flow
- Catalog library and textbook resources for circulation and inventory purposes
- Lead textbook cataloging and addition of new curriculum
- Lead centralized Media Manager system resource circulation
- Lead maintenance and cleanup of district database systems
- Lead in initiating, supporting and completing asset/library/textbook inventories for multiple departments and locations
- Provides phone, online, e-mail, and in person technical support to users of the library, textbook, and media management systems,
- Provides support for Variety of software and database products
- Provides phone, virtual, e-mail, and in person technical support to users of the district software program,
- Assists manager with promoting services and collections available to stakeholders.
- Ability to use administrative access to multiple systems
- Conducts user acceptance tests for new applications and software upgrades as needed,

JOB TITLE

JOB DESCRIPTION

OTHER DUTIES

- Other duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrated knowledge and competence in supporting iPads, including updating and adding/removing apps with Management system
- Demonstrated knowledge and competence in supporting and training on the district asset inventory system in Peoplesoft and Resource Manager.
- Demonstrated knowledge and competence in copy cataloging/physical processing.
- Knowledge and skills in the purpose and role of library media materials and technology equipment.
- Deep understanding of multiple asset management systems

QUALIFICATIONS

- High school diploma or equivalent
- Three years library technical services experience preferred.
- Demonstrated technical competencies in iPads, computer hardware, and software preferred.
- Demonstrated technical competencies in use of audio-visual equipment and inventory systems preferred.

ORGANIZATIONAL RELATIONSHIPS

Reports to Library Technology Facilitator

WORKING CONDITIONS

The work is performed in a typical office environment

PHYSICAL DEMANDS

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-exempt

WORK YEAR

260 Days

Inclusion Support Consultant

**SUMMARY OF FUNCTION**

A School Psychologist/Social Worker/ Special Education Counselor/ Special Education Teacher will provide quality consultation services and expertise primarily focused on the support of Inclusion Support Programs and the retention of newly hired and existing staff members. Displays personal qualities which are appropriate for a professional such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism.

**ESSENTIAL JOB FUNCTIONS**

- Ongoing needs assessment to determine best ways to support Inclusion Support programming.
- Consults with administrators, teachers, support staff, colleagues, and parents specific to Inclusion Support program development and maintenance.
- Provide buildings with ongoing Professional Development on Inclusion Support Programming best practices.
- Consults with building staff on the creation of student interventions.
- Consults with new and existing mental health and special education staff members.
- Provide new and existing mental health and special education staff members with ongoing Professional Development on service delivery best practices as well as District, State and Federal IEP requirements and guidelines.
- Oversees additional retention processes for mental health and special education staff.

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of Special Education regulations and process as applied to the needs of the students.
- Knowledge of PBS, including progress monitoring and data analysis.
- Knowledge of child and adolescent social/emotional development.
- Knowledge of general organization and functions of a public school system.
- Ability to communicate effectively and resolve conflict with students, parents, and community groups.
- Good organization and communication skills.
- Demonstrates accomplishments in keeping professionally current.
- Knowledge of data collection and the ability to interpret data.
- Knowledge of research supported interventions related to academic, social and behavioral concerns.
- Ability to be flexible in order to meet the unique needs of the assignment.

**QUALIFICATIONS**

- Graduate degree in social work/counseling/school psychology/Special Education
- Three years of experience in school setting.
- Appropriate State licensure

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Special Education Executive Director or Designee

Counselor/Psychologist/Social Worker/Sped Teacher who work less than full time in a given school shall meet with the school principal to prioritize job functions.

**WORKING CONDITIONS**

The work is performed in schools.

#### PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

#### FLSA STATUS

Exempt

#### WORK YEAR

185 Days

#### SUMMARY OF FUNCTION

A School Psychologist/Social Worker/ Special Education Counselor/ Special Education Teacher will provide quality consultation services and expertise primarily focused on the support of Inclusion Support Programs and the retention of newly hired and existing staff members. Displays personal qualities which are appropriate for a professional such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism.

#### ESSENTIAL JOB FUNCTIONS

- Ongoing needs assessment to determine best ways to support Inclusion Support programming.
- Consults with administrators, teachers, support staff, colleagues, and parents specific to Inclusion Support program development and maintenance.
- Provide buildings with ongoing Professional Development on Inclusion Support Programming best practices.
- Consults with building staff on the creation of student interventions.
- Consults with new and existing mental health and special education staff members.
- Provide new and existing mental health and special education staff members with ongoing Professional Development on service delivery best practices as well as District, State and Federal IEP requirements and guidelines.
- Oversees additional retention processes for mental health and special education staff.

#### OTHER DUTIES

- Other duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of Special Education regulations and process as applied to the needs of the students.
- Knowledge of PBS, including progress monitoring and data analysis.
- Knowledge of child and adolescent social/emotional development.
- Knowledge of general organization and functions of a public school system.
- Ability to communicate effectively and resolve conflict with students, parents, and community groups.
- Good organization and communication skills.
- Demonstrates accomplishments in keeping professionally current.
- Knowledge of data collection and the ability to interpret data.
- Knowledge of research supported interventions related to academic, social and behavioral concerns.
- Ability to be flexible in order to meet the unique needs of the assignment.

JOB TITLE

JOB DESCRIPTION

QUALIFICATIONS

- Graduate degree in social work/counseling/school psychology/Special Education
- Three years of experience in school setting.
- Appropriate State licensure

ORGANIZATIONAL RELATIONSHIPS

Reports to Special Education Executive Director or Designee

Counselor/Psychologist/Social Worker/Sped Teacher who work less than full time in a given school shall meet with the school principal to prioritize job functions.

WORKING CONDITIONS

The work is performed in schools.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

185 Days

## JOB TITLE

## JOB DESCRIPTION

Individual Health Assistant

## SUMMARY OF FUNCTION

Performs the day-to-day activities of providing student health services according to District policies and procedures under the supervision and direction of the school nurse. The health assistant carries out tasks delegated by the school nurse, including but not limited to giving medications and administering first aid, monitoring students for safety, assisting students' personal care, but does not make decisions that require the judgment of a nurse. This is a year-to-year position, depending on the individual school's needs as determined by the principal and school nurse. This is a four-hour a day position ONLY on days when student are in school.

## ESSENTIAL JOB FUNCTIONS

- Medication administration
- Performs minor first aid; contacts parent when indicated
- Assists with updating and maintaining health files and computer records (e.g., health problems, emergency numbers)
- Maintains health room log and health-related documentation (e.g., minor head injury letter, accident form, etc.)
- Monitors safety of assigned students across all school settings
- Performs pediculosis screening and follow-up as needed
- Assists with Vision & Hearing Screening and follow-up
- Consults with school nurse

## OTHER DUTIES

- Performs health-related tasks as required and delegated by the school nurse

## KNOWLEDGE, ABILITIES and SKILLS

- Maintains confidentiality
- Communicates clearly
- Follows verbal and written instructions
- Exercises good judgment and common sense
- Follows established procedures as outlined in the CDPHE publication Infectious Disease Guidelines for School Personnel
- Follows established guidelines as outlined in Emergency Guidelines for Schools
- Works independently
- Establishes rapport with students, staff and parents
- Demonstrates understanding of and follows universal (standard) precautions

## QUALIFICATIONS

- High school diploma or equivalent
- Current CPR/ First Aid certificate (District 11 can provide training)
- District 11 Medication Administration Training and Health Tech Orientation (provided by District 11 RN Staff Nurses)
- Dependable, reliable and flexible
- Experience working with children preferred

## ORGANIZATIONAL RELATIONSHIPS /WORKING CONDITIONS

- Reports to School Nurse and Principal or Assistant Principal
- Work generally performed in the school's health room and nurse's office

## PHYSICAL DEMANDS

- Physical stamina to meet the requirements of this job description, including frequent walking, lifting 50 pounds, bending and standing. The work is partly sedentary with periods of light to moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; bend, kneel, crouch and crawl; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter

JOB TITLE

JOB DESCRIPTION

keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

Induction Mentor Coach Grade K-12

## SUMMARY OF FUNCTIONS

The primary function is to provide Initial License teachers in the Induction Program a job-embedded cycle of research-proven support

## ESSENTIAL JOB FUNCTIONS

- Guide and support teachers participating in Induction using the Colorado State and D11 aligned Teacher Quality Standards Rubric for Effective Teachers
- Provide research-proven strategies and support for Initial License teachers to assist them in effectively meeting classroom challenges including: classroom management, communication, and the lesson cycle of curriculum and instructional delivery, assessment analysis, and data-driven instructional results used for differentiated intervention implementation
- Enhance Initial License teachers' ability to communicate and interact effectively with students, families, and colleagues who are diverse in terms of their cultural identities and learning styles
- Assist Initial License teachers with the challenge of broadening and deepening pedagogy
- Interact with Initial License teachers to help them build a strong foundation for the continued study of teaching through reflective practice and offering in-time, job-embedded, constructive feedback
- Delivering current best practice professional development for teachers

## OTHER DUTIES

- As assigned to support mentoring/coaching

## KNOWLEDGE, ABILITIES, AND SKILLS

- Possess strong content knowledge of state standards, district pacing, and exemplary pedagogy
- Ability to coach Initial License teachers in developing reflective practice, delivering differentiated instruction, positive classroom management, and clear communication with all stakeholders while maintaining the goal of increased student achievement
- Sustain a genuinely positive outlook on the state Board of Education, district, and schools' culture, climate, and goals
- Possess effective listening, questioning, and collaborative skills in working with others
- Willing to learn from teachers and have a reciprocal relationship with them
- Willing to devote the time necessary to meet with teachers in a collaborative structure or individually
- Ability to share expertise, be an effective team member, be confidential

## QUALIFICATIONS

- More than 5 years of classroom teacher experience K-12
- Master's degree; current Colorado Professional License
- Experience in assessment practices: analyzing, diagnosing, and translating data to instructional differentiation
- Successful experience working with adults in coaching and professional development

## ORGANIZATIONAL RELATIONSHIPS:

- The Mentor Coach evaluated by the Director of Professional Development with input from the Induction Coordinator
- The Mentor Coach will be a member of the Induction team

## WORKING CONDITIONS

- Work performed in a typical school or office environment

JOB TITLE

JOB DESCRIPTION

- Flexibility in daily work schedule and location required

JOB TITLE

JOB DESCRIPTION

Infant Team Leader

SUMMARY OF FUNCTION

Overall management of the infant classroom.

ESSENTIAL JOB FUNCTIONS

- Manages day-to-day operations of infant classroom.
- Plans and prepares weekly developmentally appropriate lesson plans for infants.
- Facilitates the instruction and supervision in the infant class.
- Evaluates student growth and development using standardized assessment tools.
- Prepares and conducts weekly PACT sessions for infants and parents.
- Supervises assistants and volunteers.
- Participates and maintains the Qualstar/Colorado Shines accreditation standard
- Maintains standards of the Department of Health, maintains a neat and orderly environment conducive to learning
- Prepares reports as requested.
- Keeps up-to-date progress reports on all children and monitors progress and attendance of all children enrolled at the center
- Assumes and equal share of the joint housekeeping responsibilities of the staff
- Supervises children in the bathroom when necessary and assist with bathroom/diapering needs
- Attends regular staff meetings, attend district meetings as recommended
- Participates in recommended training programs, conferences, courses and other activities contributing to professional growth.

OTHER DUTIES

Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of early childhood development
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to use effective marketing techniques
- Excellent communication skills, both writing and speaking
- High-level interpersonal skills
- Excellent organization, training, coordination and leadership skills

QUALIFICATIONS

- At least 19 years old
- A Bachelor's degree in with a major in Early Childhood Education, Elementary Education, Special Education, Family and Child Development or Child Psychology preferred.
- A minimum of 12 months (1,820 hours) full day experience in group care of infants or toddlers
- Completed 2 (3 semester hour) college courses in development and care of infants, one of which must be infant/toddlers development or infant supervisor quality training course approved by Colorado Department of Child Care licensing.
- Understands Family Literacy
- Comfortable communicating with parents and staff
- Trained in First Aid and CPR.

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Director of Adult and Family Education.

PHYSICAL DEMANDS

JOB TITLE

JOB DESCRIPTION

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Infant/Toddler Classroom Lead

**SUMMARY OF FUNCTION**

Responsible for the overall supervision and management of the infant/toddler classroom.

**ESSENTIAL JOB FUNCTIONS**

- Manages the day-to-day operations of the infant/toddler classroom.
- Facilitates the instruction and supervision of the infant/toddler class, in accordance with the policies and philosophy of the program, the individual needs of the children and with consideration for their interests, abilities, special talents, cultural and socioeconomic backgrounds and styles of learning
- Plans, prepares and implements developmentally appropriate lesson plans on a weekly basis.
- Maintains developmental observations and evaluates student growth and development using standardized assessment tools.
- Plans and completes parent teacher conferences and home visits, in accordance with program guidelines and expectations
- Plans and implements regular parent education and engagement activities.
- Supervises assistants and volunteers and implements methods to effectively utilize their services
- Assists program in achieving and/or maintaining a Colorado Shines Quality Rating and maintains Colorado Shines Quality standards
- Maintains all regulatory requirements and standards, including but not limited to, childcare center rules and regulations from the Colorado Department of Early Childhood (CDEC), Division of Early Learning Licensing and Administration and The Colorado Department of Public Health and Environment.
- Maintains a neat and orderly environment conducive to learning
- Prepares reports as requested.
- Maintains attendance records and monitors the progress and attendance of all children assigned to the infant/toddler classroom
- Assumes and equal share of the joint housekeeping responsibilities of the staff
- Supervises children in the bathroom when necessary and assist with bathroom/diapering needs
- Attends regular staff meetings and attends district meetings as recommended
- Participates in recommended training programs, conferences, courses and other activities contributing to professional growth.

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

Knowledge of early childhood development

Ability to communicate effectively

Ability to work cooperatively with others

Excellent communication skills, both writing and speaking

High-level interpersonal skills

Excellent organization, training, coordination and leadership skills

**QUALIFICATIONS**

- Must be Early Childhood Teacher (formerly Group Leader) qualified as outlined by The Colorado Department of Early Childhood (CDEC), Division of Early Learning Licensing and Administration, in the Rules Regulating Child Care Centers
- Must have 3 college semester hours in the development and care of infants and toddlers or successful completion of the Expanding Quality in Infant Toddler Care (EQIT) Course.
- Current Child Development Associate (CDA) or an Associate's Degree in Early

JOB TITLE

JOB DESCRIPTION

Childhood Education, or related field, preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the On-Site Supervisor and the program Director

**WORKING CONDITIONS**

The work is primarily performed in the infant/toddler classroom(s)

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

Information Systems Learning  
Coordinator

### **SUMMARY OF FUNCTION**

District 11 employs numerous software solutions and applications that provide key learning and schoolsupports for students, teachers, staff, and families. The Information Systems Learning Coordinator provides support for the School Management System (SMS), which includes mission critical applications such as the Student Information System (SIS), Learning Management System (LMS), and several other school-centric applications. The primary support duties associated with this position are associated with the SIS in directly supporting school staff with all aspects of the SIS. Additionally, with the rapid expansion of classroom applications and technology, this individual provides support for over 60 additional K12 instructional applications.

The Information Systems Learning Coordinator ensures that all SMS and K12 instructional applications are secure (e.g., permissioned appropriately), have accurate/current data (student and staff), and function as expected/needed by school and district users. Along with collecting, managing, and reporting data in these systems, responsibilities include support and advanced troubleshooting of these integrated systems, with escalation to D11 programming staff and/or vendors as needed, to ensure efficient, effective operations for all schools and admin offices/departments.

Other key functions of the Information Systems Learning Coordinator include creating and managing modern, comprehensive training supports for all District stakeholders. This includes guide building and administration of the District's digital adoption platform (DAP, currently Pendo), which provides sophisticated, interactive in-application training and advanced analytics. This individual oversees and approves DAPsupports created by otherdistrict and school staff, ensuring they align to the District's style guide while addressing in-application training and guidance needs. Additional duties include creating end user documentation and training materials outside the DAP along with creating, planning, and conducting on-site and remote training.

### **ESSENTIAL JOB FUNCTIONS**

- Lead Administrator of the District's DAP (currently, Pendo) training and analytics tool.
- Leverage the DAP to train district staff on all applicable web-based products.
- Responsible for creating district guides, reports, resources centers and delivering analytics through the DAP tool and training on the same.
- Provide telephone support to and interacts directly with school administrative staff to help resolve SMS and K12 instructional application issues when problems occur. Tasks include assessing the nature and extent of issues and determining the level of technical/functional expertise required for resolution.
- Assist and train users in system related questions, operations, and problems.
- Provide advanced support for SIS, LMS, and multiple K12 applications, which requires a deep understanding of these products, knowledge of software integrations/interactions, and excellent troubleshooting skills/experience.
- Direct and escalate as needed, unresolved issues to appropriate District staff and/or vendor technicians, monitors and communicates directly with staff/vendors, and validates solutions.
- Generate and analyze reports to identify data entry errors in the SIS andsupports customers with data clean-up.
- Conduct user acceptance test for new student/staff systems, screen changes and menu structures.
- Suggest methods for maintaining quality of user systems.
- Work with customers and programmers to identify needed system enhancements and customizations

- Review and perform user acceptance testing for updates to SMS and K12 applications.
- Prepare materials and documentation to provide support to district computer system users and suggest modifications to user manual.
- Review student system training materials, suggest modification where applicable.
- Develop, update, and distribute training resources for SMS and K12 applications.
- Provide onsite and remote training for SIS and other applications.
- Manage master schedules for next school year for assigned schools and assists school staff with scheduling students.
- Post, print, and archive progress and report cards for assigned schools.
- Assist in preparing and monitoring SIS end-of-year roll over processes.
- Participate and assist in conducting quarterly district user group meetings and trainings.
- Participate in local and national SIS user groups and attends conferences and/or classes to stay current with products and developments relevant to D11 SMS and instructional applications.
- Assist customers with other K-12 district instructional applications, including permissions, rostering, and Level1/2 technical support.
- Support the maintenance of student and financial data files (i.e., updates to tables, codes, screens, menus, etc.).

**OTHER DUTIES**

Performs other related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of computer operations as applied to the preparation of program and system documentation, training materials and related areas.
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines.
- Ability to provide user assistance within areas of capability.
- Ability to communicate effectively.
- Ability to work cooperatively with others.
- Ability to keep abreast of developments in the field.
- Knowledge of student information systems and data management.
- Familiarity with policies and regulations related to student data.
- Adept at troubleshooting, analyzing, and diagnosing issues to determine root causes, with effective, creative problem-solving and committed follow-up.
- Proficient at identifying, analyzing, and reconciling discrepancies in complex reports.
- Skilled at interacting in a non-scripted support environment in a variety of channels (i.e., in-person, online, chats/messages, phone calls).
- Strong attention-to-detail with the ability to focus and follow-through to completion.
- Highly organized with well-honed time management skills and a passion to deliver quality results.
- Habitually sets priorities, meets deadlines, and executes tasks in a high-pressure environment.
- Works effectively independently and as part of a team.
- Establishes and maintains effective working relationships with those contacted in the course of work.
- Skilled communicator that is dedicated to customer service and quick to respond to customers and district needs.
- Excellent verbal and written communication skills, with experience translating technical concepts into clear, concise, user-friendly documentation.

JOB TITLE

JOB DESCRIPTION

- Ability to provide effective training and coaching for District staff.
- Proficient in using Microsoft Office suite software.
- Exemplifies the highest levels of trust, personal values, and ethical standards.

**QUALIFICATIONS**

- 4-year college degree in a technical area or equivalent experience.
- Four years' experience with the Powerschool Student Information System.
- Five years of experience with learning information systems, especially Student Information Systems.
- Training experience in K12 applications and experience in the delivery of group trainings.
- Experience creating guides, building reports, and tagging in the Pendo Application.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Digital Solutions.

**WORKING CONDITIONS**

Work is conducted in a typical office environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for extended periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

## JOB TITLE

## JOB DESCRIPTION

Instructional Application Sys.  
Analyst/Programmer

## SUMMARY OF FUNCTION

The Systems Analyst's role is to plan, design, develop, and launch efficient information systems and operations systems in support of core organizational functions. This individual will apply proven communication, analytical and problem-solving skills to help identify, communicate and resolve systems issues in order to maximize the benefit of IT systems investments. A major responsibility will be to support the district's assessment and curriculum educational systems.

## ESSENTIAL JOB FUNCTIONS

- Support the requirements, planning, design, and development of new applications and enhancements to existing applications
- Review and analyze the effectiveness and efficiency of existing systems and develop strategies for improving or further leveraging these systems
- Provide feedback to users on status of their requests
- Proven experience in the implementation of software and hardware solutions, systems, or products
- Working technical knowledge of SQL Scripting Language, Excel Macro development
- Working knowledge of systems methodologies, standards, and system development life cycles
- Working knowledge of data management tools, SQLserver
- Experience with core curriculum instructional software applications, student information systems, and other instructional application software
- Experience with reporting tools and services
- Understanding of how instructional assessments can be used in the instructional process

## OTHER DUTIES

- Perform other duties as assigned

## KNOWLEDGES, ABILITIES, AND SKILLS

- Good project management skills.
- Excellent written and oral communication skills.
- Excellent listening and interpersonal skills.
- Ability to conduct research into systems issues and products as required.
- Ability to communicate ideas in both technical and user-friendly language.
- Highly self motivated and directed.
- Keen attention to detail.
- Proven analytical and creative problem-solving abilities.
- Ability to effectively prioritize and execute tasks in a high-pressure environment.
- Strong customer service orientation.
- Experience working in a team-oriented, collaborative environment.
- Knowledge of Educational assessment and curriculum programs and supporting systems
- Bachelor's degree in Computer Science, or equivalent experience
- 5 – 10 years programming and business analysis experience in a technical environment
- Effective writing and communication skills
- Customer service-orientation; ability to be responsive to district needs quickly and efficiently, utilizing good written and verbal communication skills
- Ability to prioritize; good organizational and time management skills: detail orientation
- Ability in and commitment to learning and the continual improvement of services
- Ability to work collaboratively and effectively with other support and technical staff

JOB TITLE

JOB DESCRIPTION

- Knowledge of school data reporting needs at a state level
- Knowledge of a student software systems
- Knowledge of SharePoint

WORKING CONDITIONS

The work is performed in a typical office environment

REPORTS TO

Director Application Development and Support

JOB TITLE

JOB DESCRIPTION

Instructional Application System Analyst

SUMMARY OF FUNCTION

The Systems Analyst's role is to plan, design, develop, and launch efficient information systems and operations systems in support of core organizational functions. This individual will apply proven communication, analytical and problem-solving skills to help identify, communicate and resolve systems issues in order to maximize the benefit of IT systems investments. Primary Responsibility will be to support the district's IEP Special Education system.

ESSENTIAL JOB FUNCTIONS

- Assist in the planning, design, development, of new applications and enhancements to existing applications.
- Review and analyze the effectiveness and efficiency of existing systems and develop strategies for improving or further leveraging these systems.
- Provide feedback to users on status of their requests.
- Proven experience in the implementation of software and hardware solutions, systems, or products.
- Working technical knowledge of Sequel Scripting Language, Excel Macro development.
- Working knowledge of systems methodologies and standards.
- Working knowledge of data management tools.
- Experience with core curriculum instructional software applications, student information systems, and other instructional application software.
- Understanding of how instructional assessments can be used in the instructional process.
- Perform other duties as assigned.

KNOWLEDGE, ABILITIES, AND SKILLS

- Good project management skills.
- Excellent written and oral communication skills.
- Excellent listening and interpersonal skills.
- Ability to conduct research into systems issues and products as required.
- Ability to communicate ideas in both technical and user-friendly language.
- Highly self motivated and directed.
- Keen attention to detail.
- Proven analytical and creative problem-solving abilities.
- Ability to effectively prioritize and execute tasks in a high-pressure environment.
- Strong customer service orientation.
- Experience working in a team-oriented, collaborative environment.
- Knowledge of Special Education Rules and regulations for students with disabilities preferred.

QUALIFICATIONS

- Graduated with a Bachelors Degree from an accredited institution
- Experience in the K-12 Industry with emphases in Information Systems or Instruction

WORKING CONDITIONS

- The work is performed in a typical office or school environment.
- Sitting for extended periods of time.

ORGANIZATIONAL RELATIONSHIPS

Director of Management Information Services

WORK YEAR

260 Days

Instructional Coach

## SUMMARY OF FUNCTION

The primary function of the Instructional Coach is to coach and consult with administrative and school staff to provide job-embedded professional development, build organizational capacity in areas of instruction, curriculum, assessment and data, and to serve as a liaison to the Curriculum and Instruction Department. This role is responsive to the instructional needs of the school assigned. This position reports directly to the Principal.

The focus of this position is to increase student achievement through the support and development of self-directed, reflective teachers. This includes working with adult learners to contribute to a collegial learning culture, collaboratively implement school and district improvement initiatives, support the analysis of data for instructional adjustments, and work to co- create systemic implementation of best instructional practices.

## ESSENTIAL JOB FUNCTIONS

- ? Facilitates teaching and learning cycles, including collaboratively setting learning goals, engaging in observations and coaching participants using a data-driven approach.
- ? Provides staff with structures, professional development, and feedback that supports teaching and learning cycles.
- ? Analyzes district local assessment data and classroom observations and uses it to inform school support.
- ? Provides support to staff in formatively assessing and monitoring student growth, in interpreting individual and class growth trends, and in determining effective Best First Instruction (BFI), intervention techniques, differentiation, and Tier 2 & 3 intervention strategies to increase student growth.
- ? Leads with the Instructional Leadership Team (ILT) on implementation of schoolwide instructional programs and improvement areas as designated in the school's Unified Improvement Plan (UIP) and identified district initiatives.
- ? Attends building Professional Learning Community (PLC) meetings to support teachers in the PLC process and in the identification of strategies to meet student needs.
- ? Supports teachers and PLC's in designing effective module/unit and lesson plans.
- ? Supports teachers in the implementation of effective practices to address the needs of all learners, including observing and giving feedback to teacher leaders in their leadership role.
- ? Develops protocols and implements calibration activities among the Instructional Leadership Team (ILT) to ensure that all instructional leaders share the same standard for instructional excellence and to support ILT members' ability to identify the most actionable feedback.
- ? Provides peer assistance and coaching toward meeting teachers' goals to grow in knowledge and effectiveness in all content areas and working with all types of students.
- ? Facilitates the planning process of teachers as they prepare for collaboration and professional learning experiences; observes and gives them feedback on their facilitation of adult learning, including team planning meetings.
- ? Identifies 2-3 model classrooms or learning labs for teachers to observe effective instructional practice by content area.
- ? Develops a coherent and differentiated professional development schedule for the school aligned to the instructional focus areas and student data.
- ? Leads the continuation of resource mapping to capitalize on expertise/knowledge in the teaching faculty.
- ? Coordinates with the Director of Curriculum and Instruction on the District's approach to coaching and supporting other teacher leaders around best instructional practices and data analysis.
- ? In coordination with the building principal and department chairs,

supports implementation of strategies to meet USIP goals specific to growth groups.

? Demonstrates an ongoing willingness to enhance and further their own professional training, knowledge, and expertise through the Curriculum and Instruction Department training/in-services/meetings and external professional opportunities within content related to effective instruction, all curriculum/content areas, professional coaching, and student performance.

#### OTHER DUTIES

Performs related duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

Must demonstrate the following:

- ? Ability to develop ongoing trusting relationships with staff.
- ? Skills in meeting the challenges of adult learners.
- ? Ability to work through and manage resistance to change.
- ? Collaborative, team-oriented attitudes.
- ? Ability to be a risk taker and possibility thinker.
- ? Knowledge of all content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems.
- ? Successful experience using various teaching strategies/approaches with students from a variety of backgrounds and experiences.
- ? Ability to engage staff in reflective, self-inquiry processes to improve practice.
- ? Ability in and knowledge of data management systems to include the ability to provide ongoing coaching on effective use of the data systems for improved instruction and leading to improved student performance.
- ? Ability to provide training and coaching for staff K-12 in effective research-based and district approved instructional strategies in all content areas.
- ? Strong organization, communication, and facilitation skills.
- ? Strong working knowledge of the MTSS framework.
- ? Strong working knowledge of Professional Learning Communities structures and processes.
- ? Participates in Curriculum and Instruction Department-led professional development sessions and information sessions as scheduled.

#### QUALIFICATIONS

5+ years of highly effective classroom experience.

Experience working with children from a variety of backgrounds and experiences.

Master's degree with current Colorado teacher licensure.

Successful experience in working with adults in the areas of professional training and staff development.

Experience in working with adults in an instructional coaching situation.

Experience with the data team process including data analysis and data driven instruction

#### ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Principal

Actively partners with the Curriculum and Instruction Department to further the District's essential actions and to eradicate school-based disparities.

#### WORKING CONDITIONS

The work is performed in a typical office environment and in school classrooms.

Flexibility in daily work schedule is required.

Summer training is required.

#### PHYSICAL DEMANDS

**JOB TITLE****JOB DESCRIPTION**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects and use fingers to operate the computer keyboard. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

187 Days

Instructional Library Facilitator

**SUMMARY OF FUNCTION**

The Instructional Library Facilitator serves as the Pre-K 12 expert for library integration services in District 11 and plays a pivotal role in enhancing the educational experience of D11 staff and students by promoting instructional integration of information literacy and library technology resources. The primary function of the Instructional Library is to provide leadership and program development for all library technology school-based staff through modeling and training development.

**ESSENTIAL JOB FUNCTIONS****Leadership**

- Passion for promoting lifelong learning and literacy
- Facilitates the design and implementation of a systems with the Instructional Technology Library Services, Curriculum and Instruction departments and the Technology Division to ensure consistent, sustainable support of schools in managing resources including technology, physical and digital materials including selecting, documenting, reporting, and replacing.

**Professional Learning**

- Develop and deliver professional learning for library technology and classroom staff on best practices in integrating library resources into their teaching
- Stay current with library and education trends, technology integration and library services, sharing this knowledge
- Assists with the organization and facilitation of all school library and technology monthly meetings and professional learning, including specific yearlong learning for newest staff
- Determines technical needs, training priorities including project planning, action steps, and communication

**Collaboration and Modeling**

- Collaborate with school administration to develop school library technology program based on highly effective school library examples
- Collaborate with library technology school staff to design and implement lessons that incorporate library and instructional technology resources
- Establish strong working relationships with school library technology staff to support aligning library services with classroom instruction
- Collaborates with Facilitators to ensure library and resource systems are utilized and fully operational
- Support school community events and activities that highlighting libraries

**Integrations**

- Serves as an instructional expert and professional learning expert, staying informed of the best, most current library materials, digital resources, and tools that support libraries at all levels

**Data Analysis**

- Use data to make informed decisions about resource acquisition and allocation
- Teach library collection development skills based on data analysis

**Communication and Support**

- Assist schools in the integration of library instruction into day-to-day classroom
- Excellent verbal/written skills with experience translating technical concepts into user-friendly documentation

**Policy Compliance**

- Ensure compliance with relevant education federal, state and local law
- Provide relevant review, input, and updates to library technology policies in support of national and local trends

**OTHER DUTIES**

JOB TITLE

JOB DESCRIPTION

•Other duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- A working classroom knowledge base of a wide variety of technology resources
- Strong facilitation skills
- Strong organizational, communication and leadership skills

QUALIFICATIONS

- MLS or School Library certification
- 5 years successful teaching experience
- Current Colorado teaching license
- Strong instructional and technology integration skills
- 

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by Director of Instructional Technology Library Services

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary, with periods of physical activity requiring walking, standing, lifting and carrying up to 50 pounds. Require workers to bend, reach, hold, grasp and turn objects; use fingers to operate computer keyboard, identify colors; and feel the shape, size and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

207 Days

## JOB TITLE

## JOB DESCRIPTION

Instructional Technology Facilitator

## SUMMARY OF FUNCTION

Under the direction of the Director of Learning Resource Services– Instructional Technology, the Instructional Technology Facilitator is responsible for developing and implementing a future forward instructional technology program for District 11. The Instructional Technology Facilitator collaboratively establish a vision for instructional technology integration including planning, training, coordinating and coaching. S/he provides leadership to teaching staff, library technology school-based staff and district level staff. Provide professional development opportunities and strategies to integrate technology into classroom instruction for all PreK-12 teachers through face to face PD, blended learning, professional development events, and other established cohorts. Model routine, intentional and effective use of technology in daily work, including communication, organization and management.

## ESSENTIAL JOB FUNCTIONS

- Develop vision and establishment of district-wide instructional technology program.
- Provide instructional support and assistance through classroom demonstration, visitation and meetings.
- Provide guidance around engagement and best practice related to instructional technology integration and teaching.
- Develop and deliver training and coaching opportunities and coaching that build relationships with teaching staff to integrate current technologies into classroom.
- Develop collaboration connection with ICSS Division.
- Assist with interschool communication concerning instructional technology and technology projects.
- Participate in the selection, implementation, and professional development related to the use of instruction/learning systems.
- Collaborates with Library Technology Facilitator to increase online learning resource integration in classroom teaching.
- Collaboratively works with Library Technology Facilitator to develop, coordinate and deliver meetings, trainings, and informational resources to library technology staff.
- Collaboratively provide professional growth time and opportunities for library technology staff to increase leadership capacity.
- Provide professional development opportunities, documentation, and training support for library technology, teaching, and district-level staff.
- Working knowledge and understanding of district level network, applications, and devices.
- Collaborates with Technology Services Division ensuring positive rollouts.
- Communicate regularly with school-based and district-level staff.
- Create and implement needed processes for school and district-level staff.
- Communicates accurate and timely information with principals, teaching and support staff.
- Upholds all District policies, and reviews and carries out policies.
- Collaboratively supports and participates with LRS-IT department and Technology Services division vision and function within larger district.
- 
- OTHER DUTIES
- Other duties as assigned
- 
- KNOWLEDGE, ABILITIES, AND SKILLS
- Demonstrated instructional coaching and program development experience.
- Demonstrated knowledge and instructional understanding of Colorado Academic Standards.

JOB TITLE

JOB DESCRIPTION

- Model routine, intentional and effective use of technology in daily work, including communication, organization and management.
- Ability to foster and manage change.
- Demonstrated strong human relation and leadership skills.
- Ability to work cooperatively with others, individually or in teams.
- Ability to keep abreast, implement and lead new developments in the instructional technology field.
- Demonstrated high tolerance for ambiguity.
- 
- **QUALIFICATIONS**
- Eligible for Colorado Provisional or Professional School Principal License, preferred.
- Eligible for Colorado Provisional or Professional Teacher License with Instructional Technology endorsement and master’s degree in education or education related field.
- Experience: 3 years teacher leadership/coaching experience, 3 years technology integration teaching experience.
- 
- **ORGANIZATIONAL RELATIONSHIPS**
- Evaluator - Director of Learning Resource Services – Instructional Technology.
- Supervises LRS-IT ESP staff as appropriate.

**WORKING CONDITIONS**  
The work is performed in a typical office environment.

**PHYSICAL DEMANDS**  
The work is regularly active with mostly walking and standing with periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders, or scaffolding; bend, reach, hold, grasp, and turn objects; use fingers to operate computer or typewriter keyboards; identify colors; detect odors; and feel the shape, size, and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**  
Exempt

**WORK YEAR**  
260 days

Inter-Rater Reliability Facilitator

**Summary of Function**

The primary function of the Inter-Rater Reliability Facilitator is to assist the Director of Educator Effectiveness in providing professional learning opportunities for licensed educator evaluators and licensed employee in large group, small group and individual settings. The inter-rater reliability facilitator will work in support of creating an educational community in which everyone understands what highly effective instructional settings look like and sound like. These efforts will be accomplished through direct service, professional development, coaching and support.

**ESSENTIAL JOB FUNCTION**

- Plans for and provides consulting, coaching, and professional development services for principals, assistant principals and other licensed educator evaluators for inter-rater reliability.
- Provides resources and research around best inter-rater reliability practices for educator professional practice growth.
- Facilitates a collaborative process with evaluators for inter-rater reliability work.
- Plans for and provides support to principals and licensed employees for common understanding of what highly effective instruction and instructional settings look like and sound like.

•

**OTHER DUTIES**

- Performs related work as required.

•

**KNOWLEDGE, ABILITIES AND SKILLS**

- Must demonstrate the following:
  - Understanding of the intent and purpose of SB 10-191.
  - Understanding of Best First Instructional practices and what they look like and sound like in academically rigorous classrooms.
  - Understanding of assessment practices and protocols for using data to improve educator professional practice for improving student academic growth.
  - Understanding assessment and how it relates to SB 10-191.
  - Ability to foster and manage change.
  - High tolerance for ambiguity.
  - Ability to facilitate evaluators in understanding educator effectiveness evaluation data to identify differentiated and group professional learning needs.
  - Competence in coordinating, developing and presenting building, department, and district level staff development that supports inter-rater reliability.
  - Strong facilitation and professional development skills.
  - Coaching ability.
  - Strong organizational and leadership skills.
  - Knowledge of adult learning theory.

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**QUALIFICATIONS**

- 5+ years of successful teaching experience
- Current Colorado Teacher License
- Current Colorado Principal License a plus

JOB TITLE

JOB DESCRIPTION

- Strong instructional and technology skills
- Strong knowledge of SB 10-191 and teacher professional practice
- Assessment literacy knowledge and how it relates to SB 10-191
- Professional development experience
- 
- **ORGANIZATIONAL RELATIONSHIPS**
- Reports to and is evaluated by the Director of Educator Effectiveness.
- 
- **WORKING CONDITIONS**
- The work is performed in a typical office and school environment.
- 
- **PHYSICAL DEMANDS**
- The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects, uses fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.
- 
- **FLSA STATUS**
- Exempt
- 
- **WORK YEAR**
- 207 days

Interim Chief, Coaching and Development

### **SUMMARY OF FUNCTION**

Responsible for facilitating District efforts related to the Coaching and Development for K-12 teachers, including the areas of professional development, program development, and assessment development as it relates to all District schools. Support and promote coaching practices, effective instructional practices, and the implementation of the District's Strategic Plan goals with various school teams, and in collaboration with team members of Academics, including Chief of Teaching & Learning.

### **ESSENTIAL JOB FUNCTIONS**

- Directly support coaching in the school setting aligned to District Strategic Plan, District Initiatives, District UIP, and school UIPs
- Define and support the vision of the Coaching and Development program for K-12 teachers and its evolution to support District priorities. Facilitate structuring of the coaching time; ensure increased student outcomes in areas identified in the District Strategic plan.
- Work collaboratively with various departments across central office in alignment of the Teaching and Learning and Professional Learning department vision, including the District's strategic plan and district initiatives to support teachers, coaches, and administrators in a variety of settings to improve teacher instruction and practice that will ultimately increase student achievement.
- Grow, develop, and work alongside coaches to lead professional learning, student work analysis, data analysis, internalization, and curriculum and content-based coaching cycles to improve student learning.
- Work closely with schools and school teams to implement district priorities and initiatives that result in student outcomes.
- Utilize understanding of District resources and Standards to lead curriculum and content-based coaching conversations with schools
- Communicate and work collaboratively as a member of the Professional Learning Team, Academics Team, and across the organization in service of student outcomes.
- Participate in ongoing professional learning experiences and initiate self-learning that grows oneself as a strategic, equitable, reflective learner that aligns to the District Strategic Plan as a means of enhancing the support provided to teachers, coaches, and school leaders.
- Collaborate with a wide variety of stakeholders for implementing and maintaining services and programs.
- Compile data from a wide variety of sources for analyzing issues, ensuring compliance with organization policies and procedures, and monitoring program components.
- Develop plans for teachers needing resources (e.g. media for class, professional development, etc.) for providing help as needed in instruction.
- Direct department operations for providing services within established timeframes and in compliance with related requirements.
- Monitor financial activities (e.g. budget allocations, expenditures, fund balances, etc.) for ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits, and fiscal practices are followed.
- Participate in meetings, workshops, seminars, etc. and identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Prepare a wide variety of information (e.g. budgets, reports, analysis, recommendations, etc.) for sharing and conveying work-related information.
- Respond to inquiries from a wide variety of stakeholders (e.g. teachers, staff, administrators, vendors, etc.) for identifying the relevant issues and recommending or implementing plans of action.

### **OTHER DUTIES**

Performs other related duties, as assigned, for ensuring the efficient and effective functioning of the work unit.

**KNOWLEDGE, SKILLS AND ABILITIES**

- Excellent communication skills and positive interpersonal skills.
- Ability to manage multiple projects effectively and to meet deadlines.
- Ability to implement national, state, and District initiatives.
- Understanding of Standards and familiarity of or willingness to understand District resources to best support teachers with curriculum-based coaching.
- Knowledge of current research and issues in instructional coaching and curriculum and instruction; particularly in the content areas of data literacy and data culture.
- Knowledge and ability to think flexibly and to adapt work to the needs of the Academics Department
- Demonstrated ability to consult with a variety of groups and individuals.
- Demonstrated ability to work flexibly on a collaborative team.
- Demonstrated flexible thinking and ability to work in ambiguity.
- Experience in working with adult learners.
- Demonstrated expertise in specific content areas and best practices for all students ranging in abilities from special needs to accelerated learners.
- Demonstrated understanding of the intervention process including the use of a variety of assessments and core, strategic and intensive strategies.
- Demonstrated leadership skills in professional development including organizing and facilitating sessions.
- Knowledge and comfort with technology applications that support the District's curriculum.

**QUALIFICATIONS**

Bachelor's degree in related field (required)

A minimum of five years of successful teaching experience.

Minimum of three years of successful coaching experience and previous successful experience working with adult learners.

Demonstrated strong commitment to leading for equity for marginalized students and their academic outcomes.

Demonstrated understanding of a PK-12 perspective.

Demonstrated strong leadership skills and ability to support school teams to take District priorities to scale in their buildings.

Experience effectively facilitating professional development.

Deep understanding of grade-level standards and instructional practices that impact student outcomes.

Attendance of the foundational eight days of Cognitive Coaching Seminar or other coaching program recommended, but not required.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Superintendent

Supervises division staff

**WORKING CONDITIONS**

The usual and customary methods of performing the job's functions require the following physical demands:

some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and

significant fine finger dexterity. Generally, the job requires 40% sitting, 30% walking, and 30% standing. The

job is performed under minimal temperature variations and in a generally hazard free environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards.

The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

JOB TITLE

JOB DESCRIPTION

**Exempt  
WORK YEAR  
260**

Interim Chief, Teaching and Learning

**SUMMARY OF FUNCTION**

Provides essential leadership in partnership with the Superintendent and his/her executive leadership team for increasing student achievement and expanding learning opportunities for all students. Provide district wide leadership for instructional programs aligned with student achievement and growth and development objectives. Support and coordinate all Academics Department functions and key initiatives including: Research and implementation of instructional best practices; effective teacher and principal staff development for early childhood, elementary, and secondary; improvement of student achievement at all grade levels in all content areas for all students; and compliance with all statutory requirements and policies related to instruction. Manage the collaboration of all Academics Department leaders, as well as leaders in other District departments, in service of seamless instructional support for all schools. Provide day-to-day management of projects and supervision of employees. This role interacts with a variety of internal and external stakeholders and levels in the organization including the District Executive Cabinet.

**ESSENTIAL JOB FUNCTIONS**

- Provide direct support to the Superintendent and Academics Department leadership to ensure staff within the department's supervisory authority are organized and implementing strategies that ensure that students, teachers, parents, and Central staff have the resources, tools, and supports needed to engage in/deliver a culture of instructional excellence and extraordinary student experiences.
- Provides essential leadership in partnership with the district's executive leadership team by expanding learning opportunities for all students, meeting legislative requirements, improving teaching, learning, and management at the district and all school levels.
- Promote a work environment that emphasizes District values and is outcomes-oriented and focused on instructional improvements and increased student achievement for every child.
- Ensure that all staff within the department are working cohesively to successfully track, implement, and communicate high-quality key instructional programs that impact and support student learning (instructional improvement, curriculum development and related activities).
- Lead all Academics Department leaders and staff in effective follow-through, progress monitoring, and continuous improvement in the areas of curriculum instruction; professional learning; and assessment and data usage to support school achievement efforts and program development.
- Remain knowledgeable on and shape research and best practices regarding leadership and management, implementation of standards, learning, and student assessments, ensuring the District is utilizing the most effective and up-to-date means of student achievement
- Support the Superintendent in analyzing and defining areas of growth and creating innovative solutions, and strategic partnerships within and outside the district.
- Lead the coordination and monitoring of department responsibilities related to the District's strategic plan, coordinating Academics staff (and working across district departments) to execute key initiatives designed to achieve strategic plan goals.
- Build strong collaborative relationships with a variety of stakeholders throughout the organization to drive impact and to support the nimbleness of the department's approach to best respond to student needs.
- Develop systems to effectively communicate within and across district departments as well as with external stakeholders.
- Supervise and coordinate the work of Directors, Project Coordinators, Content Specialists, and other staff.
- Direct the planning, development, implementation and support of

instructional and curriculum programs at elementary and secondary levels.

- Manage the development, allocation, and monitoring of expenses in the budget in the Academics Department.
- Compile and analyze data from a variety of sources (e.g. student reading scores, etc.) for evaluating district instructional effectiveness, developing programs and services toward higher achievement, and complying with financial, legal, and administrative requirements.
- Participate on the Executive Leadership Team; Facilitate regular leadership meetings and agenda development for Academics Department.
- Represent the District on local and state committees, the Department of Education, and other educational organizations and boards.
- Convene district committees for study and review of selected curriculum and instruction topics.
- Coordinate efforts to determine instructional needs and provide programs and activities in response.
- Provide information regarding instructional programs and policies to school personnel, parents and general public.
- Provide essential leadership in partnership implementing standards based instruction, current research and trends in the areas of standards-based learning, grants acquisition, differentiation of learners, data driven instruction, strategies and initiatives for improving student achievement, and legislation impacting student learning.
- Directs, oversees, and evaluates instructional services and programs in terms of their effectiveness in supporting central office staff and schools to achieve district priorities.
- Lead efforts to ensure the Board of Education and administration is in compliance with Colorado Accountability/Accreditation law and rules.
- Prepare a wide variety of written materials (e.g. assessments results, plans for school improvement, etc.) for documenting activities, providing written reference, and conveying information.
- Present information on a variety of topics (e.g. current practices, student achievement plans, assessment results, etc.) for conveying information and recommendations.
- Respond to inquiries from a wide variety of stakeholders (e.g. administrators, Board member, teachers, state officials, etc.) for identifying relevant issues and recommending plans of action.

#### **OTHER DUTIES**

Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit.

#### **KNOWLEDGE, SKILLS AND ABILITIES**

- Ability to develop positive, collaborative relationships to foster a culture of continuous improvement.
- Strong facilitation/presentation skills to effectively design and lead adult professional learning.
- Strategic thinking skills to enable the development of strategy and action planning for results.
- Basic computer and word processing experience.
- Knowledge of educational pedagogy as applied to the development and implementation of elementary and secondary instructional programs.
- Ability to provide leadership to the District in instructional programs.
- Ability to plan and direct instruction program development and implementation for the District.
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others
- Knowledge of educational administration as applied to the development

JOB TITLE

JOB DESCRIPTION

and implementation of educational program such as curriculum, instruction, assessment, evaluation and technology for the District.

- Knowledge of Colorado laws, rules and regulations governing instructional program development and implementation.

**QUALIFICATIONS**

Bachelor's Degree (required)

Master's Degree (required) in related field (Curriculum and Instruction, educational research or educational administration)

Minimum of 7 years of professional experience in K-12 public education, with at least 3 years in school based or central department leadership roles.

Demonstrated development of curriculum and instructional programs and teaching

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Superintendent

Supervises division staff

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings.

Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Internal Auditor

**SUMMARY OF FUNCTION**

Responsible for performing accounting application reviews (audits) for schools and administration departments. Responsible for performing critical accounting applications for the District. Reconciles accounts for all fund types, as assigned; performs technical accounting procedures that affect District financial reporting. PeopleSoft Financial systems experience a plus.

**ESSENTIAL JOB FUNCTIONS**

- Performs reviews (audits) of accounting processes and applications performed by all district schools and administration departments
- Provides training of various accounting functions, including PeopleSoft function ability, to all schools and administration departments
- Will function as liaison between the Department of Fiscal Services and all school and other administration departments
- Supervises work of staff accountant and reviews schedules/reports/work papers prepared by other District staff
- Conducts various accounting/financial related activities for the entire District
- Assists independent auditors with various information needed for annual audit including preparation of long-term debt notes and amortization schedules, salary and benefit accruals and other post employment benefits as well as other information as requested
- Prepares a variety of reports for use both in and out of the District
- Performs general ledger reconciliations as assigned
- Prepares work papers documenting correct balances; coordinates fund work paper preparation for annual financial audit
- Reviews general ledger reconciliations prepared by accounting technicians
- Prepares annual submissions to various review agencies (including ASBO and GFOA) for compliance with GAAP and best practice recommendations
- Provides support to the Executive Director of Financial Services
- Prepares and keeps current the District's accounting manual and accounting related policies
- Prepares submissions/responses to Colorado Department of Education regarding account balances and processes
- Is responsible for (or cross trained to perform) various accounting functions within the Department of Fiscal Services to include the following:
  - Prepares and gathers data related to IRS Form 1099
  - Keeping apprised of IRS regulations and change District procedures when appropriate
  - Prepares the monthly pooled cash reconciliation
  - Drafts monthly financial statements
  - Drafts financial statements and footnotes for Comprehensive Annual Financial Report
  - Drafts annual transportation report submitted to the Colorado Department of Education
- Maintains accounting information in accordance with applicable record retention (archive) laws, policies and regulations
- Oversees accounting related activities of the Trust and Agency Funds
- Oversees accounting related activities of the School and Student Activity Fund
- Prepares and keeps current the documentation related to the District's accounting internal controls
- Maintains current knowledge of GAAP, governmental accounting and financial reporting standards as promulgated by GASB, school district finance and budget laws and regulations

**OTHER DUTIES**

- Performs related duties as assigned
- Periodically assists in supervision and evaluations

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of accounting principles and practices as applied to governmental accounting
- Knowledge of Colorado state school laws and Colorado Department of Education financial policies and procedures
- Ability to analyze accounting data and prepare financial reports and statements
- Mastery of spreadsheet and database software
- Ability to communicate effectively in writing and orally
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- CPA, or CGFO preferred
- College degree and a minimum of 18 semester hours in accounting
- Five years' experience in government accounting procedures
- Two years auditing experience

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Financial Services.  
Direct supervisor of Staff Accountant.

**WORKING CONDITIONS**

The work is performed in a typical office environment and various off-site locations.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

**JOB TITLE****JOB DESCRIPTION**

Inventory Assistant

**SUMMARY OF FUNCTION**

Under the direction of the Director of Learning Resource Services – Instructional Technology, the Inventory Assistant supports all schools and the department by providing inventory assistance. Inventory Assistants support the maintenance and inventory of school library, textbook, and technology inventories.

**ESSENTIAL JOB FUNCTION**

- Upholds media center policy and procedures consistent with District Strategic Plan, policies, and procedures
- Follows established process within inventory systems
- Performs library, technology and textbook inventories in accordance with established procedures and systems
- Creates duplicate barcode tags for schools when needed
- Access data accurately edit records and add records according to established processes and guidelines
- Accurately disposes of district assets and according to established processes and guidelines
- Communicate and uphold all established processes and guidelines
- Perform inventories with minimal school and classroom disruptions
- Coordinates schedule with school library technology and LRS-IT staff
- Support school library technology goals through collection, analysis and reporting data
- Communicates effectively with school library technology and Technology Division staff
- Provides all relevant reports for school library technology and LRS-IT staff

**OTHER DUTIES**

Performs all other duties/work as required.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to work cooperatively with others and as a team member
- Demonstrated abilities in organizational, human relations, oral and written communications skills
- Ability to foster and manage change
- Ability to get to all schools in district on provided schedule
- Ability to move technology and furniture when necessary
- Ability to work independently
- Organizes complex tasks and processes
- Analyzes and solves problems effectively
- Collaborates effectively with school library technology staff to solve problems

**QUALIFICATIONS**

- High school diploma or equivalent
- Demonstrated technical competencies in computer hardware and software preferred

**ORGANIZATIONAL RELATIONSHIPS**

Director of Learning Resource Services – Instructional Technology or department designee

**WORKING CONDITIONS**

The work is performed in a typical office and school environment

**PHYSICAL DEMANDS**

The work is regularly active with mostly walking and standing

JOB TITLE

JOB DESCRIPTION

with periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects, use fingers to operate computer or computer keyboards; identify colors, detect odors; and feel the shape, size, and temperature of objects. The work requires the ability to speak normally, and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

Itinerant Early Childhood Special Education Tch

### **SUMMARY OF FUNCTION**

This position is responsible for providing early childhood special education services to preschool students enrolled in District 11 early childhood programs. The D11 Preschool program provides an inclusive classroom model where students with special education needs access preschool and special services alongside their neighborhood peers. As an itinerant ECSE, this role provides direct services to students, is responsible for case management and IEP data collection, and collaborates with classroom staff to meet the needs of students receiving special education services.

### **ESSENTIAL JOB FUNCTIONS**

- Provides direct Early Childhood Special Education services to D11 preschool students.
- Performs case management duties for IEPs, including parent contact, scheduling meetings, and maintaining timelines for the IEP team.
- Collects and reports on data collected for progress monitoring.
- Facilitates initial and annual IEP meetings
- Conducts initial, transfer, and re-evaluations for preschool students when needed in the classroom setting.
- Collaborates with classroom teams to ensure high-quality education and intervention for all preschool students.
- Contributes to program planning and decision-making.
- Other duties as assigned.

### **OTHER DUTIES**

Performs other related tasks as specified by the supervisor.

### **KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of preschool programs and best practices in inclusive early childhood settings.
- Knowledge of early childhood education and the development of young children.
- Knowledge of special education: implementing effective strategies for providing ECSE services, data collection, conducting evaluations, and writing reports and plans in accordance with IDEA.
- Ability to establish and maintain effective working relationships with teachers, educational assistants and others involved in the program.
- Ability to provide detailed, objective feedback to teachers and parents.
- Ability to plan and provide professional development for staff and families.
- Excellent communication skills with early childhood staff/parents/community/students/district departments.
- Ability to manage details and timelines.
- Ability to adapt flexibly to changing program priorities, student/family and team needs.

### **REQUIRED QUALIFICATIONS**

- Colorado Teaching Certification
- B.A., M.A., or endorsement in Early Childhood Special Education
- Experience operating and teaching in an early childhood classroom.
- Knowledge of early childhood development and special education
- Experience in special education evaluations

### **ORGANIZATIONAL REALTIONSIPS**

Reports to the Director of Early Childhood

### **WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

Work is performed in an office environment as well as a school environment

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

Jack Swigert Internet Cafe Specialist

**SUMMARY OF FUNCTION**

This position provides basic technical assistance and support to students, parents and staff in a timely manner. Supports maintenance of all technology equipment and program components in the Cyber Café and all network connectivity, hardware, software and resources in the Swigert Cyber Café. Provides entry access and support to those that utilize the Cyber Café and assists the library technology educator to maintain all daily functions of school based cyber café media/information/technology. The position assists in coordination for group/individual utilization of the Cyber Café for resource selection, reader services, and instruction in information literacy skills and technology competencies while supervising student and community use of the Cyber Café; reinforces appropriate behavior. Assists in the provision of a barrier-free learning environment that is an inviting, accessible, and stimulating work space for individuals and groups for research, browsing, listening, viewing, reading computing, and producing materials to meet learning needs. Effectively communicates with stakeholders. Assists the library technology educator with users in implementing and monitoring district policies, procedures, and security controls. Communicates with the library technology educator to facilitate implementation of school based, district, and regional technology, media, instructional staff development activities. Analyzes and solves problems effectively.

**ESSENTIAL JOB FUNCTIONS**

- Demonstrates knowledge and competence in all aspects of supporting a quality library media/technology program and services to faculty, staff, and students
- Ability to foster and manage change
- Ability to actively demonstrate and promote growth of information literacy skills and technology competencies among all students and staff
- Demonstrates abilities in organizational, human relations, oral and written communications skills
- Demonstrates technical competencies in building-based hardware and software
- Ability to work cooperatively with others and as a team member
- Assists in the collection, analysis, and reporting data for the development of program goals
- Assists the library technology educator to work with users in implementing and monitoring district policies, procedures, and security controls
- Assists library technology educator in communicating technology highlights to school communities
- Communicates with library technology educator to facilitate implementation of school based, district, and regional technology, media, instructional staff development activities.
- Assists with the development of systems/plan for inventory, repair records, equipment location, resource maintenance, and replacement/upgrade of technology equipment

**OTHER DUTIES**

- Performs all other duties/work as required

**KNOWLEDGES, ABILITIES AND SKILLS**

- Demonstrates knowledge and competence in all aspects of supporting a quality media/technology program and services to faculty, staff, and students
- Ability to foster and manage change
- Ability to actively demonstrate and promote growth of information literacy skills and technology competencies among all students and staff
- Demonstrates abilities in organizational, human relations, oral and written communications skills

JOB TITLE

JOB DESCRIPTION

- Demonstrates technical competencies in building-based hardware and software
- Ability to work cooperatively with others and as a team member
- Fluency in written and oral Spanish is preferred

QUALIFICATIONS

- Associates degree or equivalent, a degree in technology in preferred
- Documented technology skills and documented experience with various hardware/software
- Documented successful presentation experience preferred

ORGANIZATIONAL RELATIONSHIPS

- Reports directly to the 21st Century Learning Coordinator; however, evaluation is completed by building administration
- Works with Library Technology Educator and Library Technology Technician to implement technology initiatives

WORKING CONDITIONS

The work is regularly active with mostly walking and standing with periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis. Typical positions require workers to lift and carry up to 50 pounds, climb stairs, ladders or scaffolding; bending and crouch;, reach, hold, grasp and turn objects, use fingers to operate computer or typewriter keyboards, identify colors, detect odors, and feel the shape, size and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

WORK YEAR

- 185 DAYS, additional days in the summer months may be required. Sun-setted position to end on September 30, 2013

## JOB TITLE

## JOB DESCRIPTION

Junior Project Manager

## SUMMARY OF FUNCTION

Responsible for managing and coordinating all aspects of assigned construction and renovation projects typically less than \$250,000 to meet the goals of the facility master plan.

Assist multiple Project Managers as necessary for successful execution of complex or district wide projects. May assist the district's facilities archives and records in developing, filing, processing, & mapping project archives. Assist the Facilities Capital Program, Operations & Maintenance as assigned to assist in the overall success of Facilities.

## ESSENTIAL JOB FUNCTIONS

- May do any or all of the following:
- Provides Entry Level Project Management and Contract Administration services for assigned projects
- Prepares the Project Management Plan for assigned projects
- Plans and coordinates with stakeholders
- Sets up project meetings and related meeting minutes
- Initiates conceptual and space use planning
- Prepares scope of work and contract requirements
- Prepares construction estimates
- Prepares an overall project budget and tracking all actual and projected costs against the project budget
- Prepares and updates project schedules
- Schedules (facilities) architectural, mechanical, electrical, structural, and/or civil engineering design efforts
- Oversees the work of Design and Engineering consultants on assigned district capital projects
- Receives and distributes submittals from design consultants, receives and consolidates comments, holds meetings with stakeholders to confirm understanding of review comments.
- Receives and reviews design submittals, aids in auxiliary support of projects managed by other project managers as required. .
- Oversees the work of Construction Contractors on assigned district capital projects
- Organizes & files design and construction contracts necessary.
- Receives and reviews construction submittals, requests for information, correspondence and change order requests
- Reviews design documents and in place construction work for quality and adherence to contract requirements
- Resolves all project technical problems with help of subject matter experts
- Prepares all necessary reports
- Analyzes data and recommends changes and/or additions to District facilities
- Assists in Coordination and helps maintains facilities standards
- Makes recommendations regarding acquisition or disposal of real estate records
- Assists the district's facilities archives and records as necessary
- Assists with preparation of the biennial Capital Improvement Plan, to include identifying, performing cost estimates, and prioritizing capital requirements throughout the district as directed in coordination with other subject matter experts
- Updates data & school capacity charts in archives
- Assists the maintenance of real property records in archives

## OTHER DUTIES

Perform other related duties as assigned

JOB TITLE

JOB DESCRIPTION

KNOWLEDGE, ABILITIES AND SKILLS

- Ability to plan, organize and manage multiple design and small construction projects
- Knowledge of contract administration methods and procedures
- Knowledge of building codes and related regulations
- Ability to perform construction estimating thru the use of historical pricing
- Computer skills including: spreadsheets, word processing, project scheduling software, CAD, photoshop, and website software
- Ability to lead the work of small teams, and work groups and to work cooperatively with others
- Ability to communicate effectively
- Managing relationships with key clients
- Preparing and updating project schedules including deconflicting schedules of multiple projects

QUALIFICATIONS

- Bachelor's degree in Architecture, Mechanical Engineering, Electrical Engineering, Civil Engineering, Planning, Project Management or a relevant mix of coursework and at least 5 years of directly relevant experience
- At least two years of progressively increasing responsibility as a Design and/or Construction Project Manager preferred
- Planning and/or LEED experience preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to Assistant Director of Facilities

WORKING CONDITIONS

The work is performed in a typical office environment with periods of time at work-sites.

PHYSICAL DEMANDS

The work is partly sedentary with periods of light to moderate physical activity and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

K-8 Math and Science Instr Content Spec (TOSA)

**SUMMARY OF FUNCTION**

The function of the Instructional Content Specialist (Teacher on Special Assignment) is to provide coaching and support in providing resources, research-based instructional strategy expertise and professional with a focus on disciplinary literacy in mathematics and science.

**ESSENTIAL JOB FUNCTIONS**

- Collaborate with the content facilitators to ensure that best practices in classroom instruction and assessment are implemented throughout the district in a consistent manner
- Support standards implementation, curriculum overviews, unit plans and high impact instructional strategies for disciplinary literacy in math and science
- Provide ongoing professional development related to Colorado Academic Standards and best practices for standards mastery
- Work collaboratively with members of the Curriculum and Instruction team for cohesive messaging and support system to schools
- Coordinate and collaborate with all school-based instructional coaches to meet all school and district improvement and/or action plans focused on instructional goals
- Assist in school level PLC teams as needed for collaborative, reflective instructional decision-making
- Assist in the maintenance the district's online instructional specific tools and resources within all platforms and websites
- Follow and implement all Curriculum and Instruction department-wide expectations and procedures
- Provide coaching and strategies for student-centered learning
- Assist teachers with interpreting and using data from a body of evidence to make informed instructional decisions
- Remain informed through professional reading, resources and research to guide instructional practices, coaching and professional development of teachers

• **OTHER DUTIES**

- Performs related work as assigned
- 

• **KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of educational pedagogy as applied to programming
- Ability to communicate effectively
- Ability to work cooperatively with others
- Extensive training and/or experience in mathematics and science instruction
- Demonstrated abilities in establishing and maintaining trust
- Effective written and oral communication skills
- Demonstrate knowledge of MTSS (to include RtI and PBIS) and PLC processes
- 

• **QUALIFICATIONS?**

- Must possess, or be eligible for, current Colorado (CDE) teacher licensure
- Must have five or more years of proven, successful K-5 classroom teaching experience
- Instructional leadership experience (teacher leader, department chair and/or school administration)
- Prefer Master's degree in Instruction & Curriculum
- Prefer successful experience in working with adults in coaching/professional development contexts
- 

• **ORGANIZATIONAL RELATIONSHIPS**

- Reports to Director of Curriculum and Instruction

JOB TITLE

JOB DESCRIPTION

- Instructional content specialists are evaluated by Director of Curriculum and Instruction with input from content facilitators and building principals
- Works collaboratively with content facilitators, and all school and district-wide coaching personnel
- 
- 
- 
- **WORKING CONDITIONS**
- The work is performed in a typical office environment.
- 
- **PHYSICAL DEMANDS**
- The work is partly sedentary with periods of light physical activity.? Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards.? The work requires the ability to speak normally and to use normal or aided vision and hearing.? Ability to operate motor vehicles for the purpose of driving to school sites.
- 
- **FLSA STATUS**
- Exempt
- 
- **WORK YEAR**
- 185 Days

K12 Literacy-Instructional Content Specialist(TOSA)

### **SUMMARY OF FUNCTION**

The function of the Instructional Content Specialist (Teacher on Special Assignment) is to provide coaching and support in providing resources, research-based instructional strategy expertise and professional with a focus on comprehensive literacy through disciplinary literacy in all state assessed subject areas.

### **ESSENTIAL JOB FUNCTIONS**

- Collaborate with the content facilitators to ensure that best practices in classroom instruction and assessment are implemented throughout the district in a consistent manner
- Support standards implementation, curriculum overviews, unit plans and high impact instructional strategies for disciplinary literacy
- Provide ongoing professional development related to Colorado Academic Standards and best practices for standards mastery
- Work collaboratively with members of the Curriculum and Instruction team for cohesive messaging and support system to schools
- Coordinate and collaborate with all school-based instructional coaches to meet all school and district improvement and/or action plans focused on instructional goals
- Assist in school level PLC teams as needed for collaborative, reflective instructional decision-making
- Assist in the maintenance the district's online instructional specific tools and resources within all platforms and websites
- Follow and implement all Curriculum and Instruction department-wide expectations and procedures
- Provide coaching and strategies for student-centered learning
- Assist teachers with interpreting and using data from a body of evidence to make informed instructional decisions
- Remain informed through professional reading, resources and research to guide instructional practices, coaching and professional development of teachers

### **OTHER DUTIES**

- Performs related work as assigned
- 

### **KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of educational pedagogy as applied to programming
- Ability to communicate effectively
- Ability to work cooperatively with others
- Extensive training and/or experience in comprehensive literacy (reading, writing, speaking, listening, presenting) and disciplinary literacy in all subjects (mathematics, science, social studies, arts etc.)
- Demonstrated abilities in establishing and maintaining trust
- Effective written and oral communication skills
- Demonstrate knowledge of MTSS (to include RtI and PBIS) and PLC processes
- 

### **QUALIFICATIONS?**

- Must possess, or be eligible for, current Colorado (CDE) teacher licensure
- Must have five or more years of proven, successful classroom teaching experience
- Instructional leadership experience (teacher leader, department chair and/or school administration)
- Prefer Master's degree in Instruction & Curriculum
- Prefer successful experience in working with adults in coaching/professional development contexts

JOB TITLE

JOB DESCRIPTION

- 
- **ORGANIZATIONAL RELATIONSHIPS**
- Reports to Director of Curriculum and Instruction
- Instructional content specialists are evaluated by Director of Curriculum and Instruction with input from content facilitators and building principals
- Works collaboratively with content facilitators, and all school and district-wide coaching personnel
- 

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity.? Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards.? The work requires the ability to speak normally and to use normal or aided vision and hearing.? Ability to operate motor vehicles for the purpose of driving to school sites.

**FLSA STATUS**

Exempt

**WORK YEAR**

185 Days

JOB TITLE

JOB DESCRIPTION

Kitchen Assistant

ESSENTIAL JOB FUNCTIONS

- Demonstrates positive customer service attitude at all times
- Assists in the preparation of food for school meals
- May prepare hot and/or cold food items for service
- May be required to maintain accurate production records
- Assists in the service of prepared food to students and staff
- May serve on food line or as cashier to collect tickets and/or monies for payment
- Cleans and disinfects work area and facilities
- Cleans ovens, sinks, floors, counters and serving trays
- Rinses and cleans dishes and utensils
- Returns utensils to proper storage place after cleaning
- Stocks supply shelves and monitors kitchen supplies as needed
- Follow procedures regarding dating and labeling items placed in storage areas
- May take money in serving line and record meal counts for paying school faculty/staff, student payments and reduced student payments
- May be responsible to maintain accurate meal counts for kitchen records

OTHER DUTIES

- Performs related duties as assigned.
- Performs duties of Elementary Manager in their absence

KNOWLEDGES, ABILITIES AND SKILLS

- Knows and practices positive customer service skills
- Knowledge of general kitchen work and sanitation practices
- Ability to perform general kitchen duties
- Ability to communicate effectively
- Ability to work cooperatively and effectively with others

QUALIFICATIONS

- High School diploma or equivalent.
- Basic computer knowledge and skills preferred.
- Basic cashiering knowledge and skills preferred.

ORGANIZATIONAL RELATIONSHIPS

Reports to Elementary or Secondary Kitchen Manager or to Production Center Manager

WORKING CONDITIONS

The job duties and work is performed in a kitchen and/or dining area.

PHYSICAL DEMANDS

The work is regularly active. Typical positions required workers to walk or stand for long periods; lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold grasp and turn objects; feel the temperature of food items; and use hands/fingers to operate kitchen equipment, computers and typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Kitchen Assistant - Catering

**SUMMARY OF FUNCTION**

Primarily a member of the service team, which includes set-up, service, and clean-up of catered functions. May assist with the food preparation as needed. Cleans and sterilizes facilities and utensils. Works under general supervision.

**ESSENTIAL JOB FUNCTIONS**

- Assists in the preparation of food for catered events
- Delivers food and supplies in a timely manner and as scheduled.
- May cook, bake or prepare food for service
- Assists in the set up and service of food and catered items for catered events
- May serve on food line or assist as needed in providing customer service
- Clean serving areas following catered events
- Maintains proper levels of sanitation in the work area
- Cleans ovens, sinks, floors, counters and serving equipment
- Rinses and cleans dishes and utensils
- Returns all equipment and service items to proper storage place after cleaning
- Stocks supply shelves and monitors kitchen supplies as needed
- Dates and labels all food and supplies received
- Practices safe food handling techniques during preparation, service and storage of food items
- May be responsible to maintain accurate meal counts and food usage for kitchen records

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knows and practices positive customer service skills
- Knowledge of general kitchen work and sanitation practices
- Ability to perform general kitchen duties
- Ability to communicate effectively
- Ability to work cooperatively and effectively with others

**QUALIFICATIONS**

- High School diploma or equivalent
- Valid Colorado driver's license with good driving record

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Catering Facilitator and Lead Catering Specialist

**WORKING CONDITIONS**

The job duties and work is performed in a kitchen however, events may be scheduled in non-food service areas. May be asked to drive a delivery van and transport food and supplies

**PHYSICAL DEMANDS**

The work is regularly active. Typical positions required workers to walk or stand for long periods; lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold grasp and turn objects; feel the temperature of food items; and use hands/fingers to operate kitchen equipment, computers and typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt

**JOB TITLE****JOB DESCRIPTION**

Kitchen Assistant - Catering Order Desk

**SUMMARY OF FUNCTION**

Primarily works the telephone and facilitates catering orders. May assist with the food preparation, set-up, service, and clean-up as needed. Cleans and sterilizes facilities and utensils. Works under general supervision.

**ESSENTIAL JOB FUNCTIONS**

- Assists with washing laundry in the site's Laundry Room
- Checks voicemail for Catering Department's main extension
- Answers phones, assisting the customer with catering orders, writing up the catering order and logging the order
- Assists customer with orders through suggesting win-win menus that meet customer needs while allowing the Catering Department to best serve the event (e.g. only the Catering Manager should say, "no" to a request.)
- Fax order confirmation back to customer and tracks this to see that it is faxed back and that a signed confirmation is "on file"
- Calls to follow up on confirmations that are not faxed back
- Calls customers to confirm future catering orders, clarifying questions
- "Checks in" grocery/supply order
- Sorting vendor invoices
- May place grocery/supply order
- May assist in the preparation, set up and service of food and catered items for catered events
- May serve on food line or assist as needed in providing customer service.
- May clean serving areas following catered events
- File document
- Practices safe food handling techniques during preparation, service and storage of food items
- May be responsible to maintain accurate meal counts and food usage for kitchen records
- Dates and labels all food and supplies received

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knows and practices positive customer service skills
- Knowledge of general kitchen work and sanitation practices
- Ability to perform general kitchen duties
- Ability to communicate effectively
- Ability to work cooperatively and effectively with others

**QUALIFICATIONS**

- High School diploma or equivalent
- Valid Colorado driver's license

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Catering Manager and Lead Catering Specialist

**WORKING CONDITIONS**

The job duties and work is performed in a kitchen however, events may be scheduled in non-food service areas. May be asked to drive a delivery van and transport food and supplies

**PHYSICAL DEMANDS**

The work is regularly active. Typical positions required workers to walk or stand for long periods; lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold grasp and turn objects; feel the temperature of food items; and use

JOB TITLE

JOB DESCRIPTION

hands/fingers to operate kitchen equipment, computers and typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS  
Nonexempt

JOB TITLE

JOB DESCRIPTION

Kitchen Equipment Technician  
(Apprentice)

SUMMARY OF FUNCTION

Maintains and repairs refrigeration equipment, food service kitchen equipment and food service appliances throughout the district.

ESSENTIAL JOB FUNCTIONS

- Maintains food service kitchen equipment to include walk-in coolers and freezers; free-standing and mobile refrigeration equipment; ice-machines; gas and electric stoves; and large stationary and mobile kitchen appliances.
- Performs trouble shooting and repairs of food service equipment and appliances as necessary
- Monitors and manages contract work performance for food service equipment repair and installation contracts
- Maintains inventory of repair parts. Orders repair or replacement parts and supplies as needed
- Manages and performs a preventive maintenance program for kitchen equipment
- Recovers, reclaims and recycles used refrigerants in accordance with the Federal Clean Air Act and Colorado Regulation 15.

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Skill in using the tools, equipment and materials of the trade
- Ability to read and understand contracts, construction drawings and specifications
- Ability to work cooperatively with others
- Ability to work independently

QUALIFICATIONS

- Two years experience with appliance repairs and refrigeration systems
- EPA Certification for reclamation, recovery and disposal of refrigerants
- High School Diploma or equivalent
- Valid Colorado driver's license with good driving record

ORGANIZATIONAL RELATIONSHIPS

Reports to Mechanical Shop Supervisor.

WORKING CONDITIONS

- The work is performed on job sites at various district facilities and in a shop
- Work requires lifting and/or moving of heavy equipment and supplies

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Kitchen Equipment Technician  
(Journeyman)

SUMMARY OF FUNCTION

Maintains repairs and installs refrigeration equipment, food service kitchen equipment and food service appliances throughout the district.

ESSENTIAL JOB FUNCTIONS

- Maintains and installs food service kitchen equipment to include walk-in coolers and freezers; free-standing and mobile refrigeration equipment; ice-machines; gas and electric stoves; and large stationary and mobile kitchen appliances.
- Performs trouble shooting and repairs of food service equipment and appliances as necessary.
- Monitors and manages contract work performance for food service equipment repair and installation contracts.
- Maintains inventory of repair parts. Orders repair or replacement parts and supplies as needed.
- Manages and performs a preventive maintenance program for kitchen equipment.
- Recovers, reclaims and recycles used refrigerants in accordance with the Federal Clean Air Act and Colorado Regulation 15.

OTHER DUTIES

- Performs related work as required.

KNOWLEDGE, ABILITIES AND SKILLS

- Skill in using the tools, equipment and materials of the trade.
- Ability to read and understand contracts, construction drawings and specifications.
- Ability to work cooperatively with others.
- Ability to work independently.

QUALIFICATIONS

- Four years experience with appliance repairs and refrigeration systems.
- Associates Degree in Applied Science for Heating, Ventilation and Air Conditioning or other closely related field.
- High School Diploma or equivalent.
- Universal EPA Certification for reclamation, recovery and disposal of refrigerants.
- Valid Colorado driver's license with good driving record.

ORGANIZATIONAL RELATIONSHIPS

Reports to Mechanical Shop Supervisor.

WORKING CONDITIONS

- The work is performed on job sites at various district facilities and in a shop.
- Work requires lifting and/or moving of heavy equipment and supplies.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Kitchen Specialist

**SUMMARY OF FUNCTION**

Assists the Lead Kitchen Specialist or the Secondary Kitchen Manager in preparing and serving food. Specializes in specified area of preparation. May cook, bake or prepare cold servings.

**ESSENTIAL JOB FUNCTIONS**

- Assists in the preparation of foods
- Concentrates on designated preparation activities
- May specialize in cooking, baking or cold food service
- Assists in the service of prepared food as needed
- May serve in food line or collect monies
- Cleans and disinfects work area, equipment and facilities
- Stocks shelves and assists with food storage as needed

**OTHER DUTIES**

- Performs related duties as assigned
- Performs duties of Secondary Manager in their absence

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of volume food preparation methods, procedures and techniques
- Ability to perform designated food preparation tasks
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the field

**QUALIFICATIONS**

- High School diploma or equivalent
- Two years of experience in food preparation in a school system
- ServSafe Certification required within eighty-nine (89) calendar days of hire

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Production Center Manager or Secondary Kitchen Manager.

**WORKING CONDITIONS**

The work is performed in a kitchen.

**PHYSICAL DEMANDS**

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

LRS Instructional Media Specialist

**SUMMARY OF FUNCTIONS**

Under the direction of the executive director of Learning Resource Services and the media/video production services manager, the LRS instructional media specialist provides original, print, computer generated and non-print graphic, production and media support. S/he provides consultation services and presents professional development activities in the areas of graphics, media/video/television production/utilization and related areas. S/he assists in the operation and maintenance of LRS Media/Video Production Services, including but not limited to script writing, video shooting, editing, camera operation, lighting, tape duplication and sound systems set-up. S/he helps determine District standards for AV equipment and maintains the web-based database of approved equipment. S/he maintains the LRS fixed asset records. S/he performs special production/department projects as needed.

**ESSENTIAL JOB FUNCTIONS**

- Provides print/graphic/media/video/television resources to support teaching, learning, marketing, and communication
- Designs and renders graphics, titles, photos, layout, illustrations and animation for all types of print and visual productions.
- Produces and publishes booklets, brochures, documents, visual presentations based on customer needs.
- Provides laminating, dry mounting service, matting and framing for photos, drawings, posters, etc.
- Provides consultation and in-service training in such areas as computer graphics and desk top publishing and design of printed publications
- Designs, collects data and operates ITV scheduling program using microcomputer
- Prepares yearly master schedule for ITV broadcasting; designs and publishes master schedule booklet
- Orders/maintains supply inventory of graphic and photographic materials
- Maintains and updates work order files
- Designs and constructs sets for video productions
- Shoots and processes photographs for brochures, slide shows and displays
- Storyboards and writes scripts for productions
- Assists students and staff with video/audio/editing use and operation
- Assists the media/video production services manager to maintain all daily functions of media/video production services
- Maintains an archival library of District photos
- Works with cable playback system
- Assists with studio and field television/video production, including but not limited to lighting, audio, equipment set-up, camera operation
- Assists with studio set building
- Helps maintain studio equipment and lights, including the ability to climb and work on a 10 foot stepladder
- Assists with remote audio/sound setups and breakdowns
- Helps maintain a positive working environment by displaying a professional, inviting manner in working with students, staff and community
- Enters data into the character generator system, using District approved standardized process and format
- Inspects, cleans, and puts away equipment after each use
- Completes paperwork for needed equipment repair
- Prepares printed materials for administration complex including forms, reports, flyers and brochures
- Facilitates administrative functions
- Assists the media/video production services manager with the configuration of hardware, software, and professional development services to provide timely services
- Helps determine District standards for AV equipment

JOB TITLE

JOB DESCRIPTION

- Maintains the official web-based database of approved equipment
- Maintains the LRS fixed asset records, performs inventories and submits reports
- Maintains an archival library of District photos
- Implements District, IT and LRS policies, procedures and security controls
- Leads and facilitates collaboratively
- Participates in graphics/media/television/video/technology related professional development activities.
- Assists with the identification and provision of opportunities for the graphic/media/video/television production services to serve as a learning and technology-rich organization
- Analyzes and solves problems effectively
- Collaborates with the media/video production services manager to resolve site concerns.
- Collaborates with appropriate stakeholders to solve problems effectively
- Organizes complex tasks and processes
- Assists the media/video production services manager with the development of systems for: project record management, hardware and software troubleshooting, equipment location, master videotape library maintenance and replacement/upgrade of graphic/television/video/technology equipment.
- Maintains the official web-based database of approved equipment
- Maintains the LRS fixed asset records, performs inventories and submits reports.
- Maintains an archival library of District photos
- Communicates with stakeholders
- Assists media/video production services manager and users in implementing and monitoring district policies, procedures and security controls.
- Assists in communicating to school communities.
- Serves as a public relations representative for the LRS

OTHER DUTIES

- Performs all other duties/work as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrated knowledge, competence and skills in methods, techniques and materials used in graphic production
- Demonstrated knowledge, competence and skills in the television/video production
- Demonstrated competence to lift and carry camera/video equipment on location shooting, including loads up to 50 pounds on a daily/weekly basis
- Ability to operate keyboard devices at moderate speed with a high accuracy rate
- Ability to foster and manage change
- Ability to use video cameras, computers, VCRs, video projectors, scanners, e-mail, fax and copy machines and other related television/video/technology equipment
- Ability to drive production van(s)
- Demonstrated abilities in organizational, human relations, oral, visual, and written communications skills
- Ability to work cooperatively with others and as a team member
- Demonstrated high tolerance for ambiguity

QUALIFICATIONS

- Two year degree in graphic arts, computer graphics or related field
- Four years of computer graphic, commercial art or related field preferred
- Valid Colorado Driver's License
- Safe driving record
- Television/video and/or technology experience preferred.

JOB TITLE

JOB DESCRIPTION

•Demonstrated technical competencies in video and computer hardware preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to the media/video production services manager and is evaluated jointly by the media/video production services manager and the executive director of Learning Resource Services.

WORKING CONDITIONS

Most work is performed in a graphics/television/video production studio but upon occasion will include field location work.

PHYSICAL DEMANDS

The work is a combination of sedentary and active with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs or ladders; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects, recognize colors and odors, and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

WORK YEAR

260 days

## JOB TITLE

## JOB DESCRIPTION

LRS Media Production Services  
Manager

## SUMMARY OF FUNCTION

Under the direction of the Director of Learning Resource Services (LRS), the LRS Media Production Services Manager / Engineer is responsible for the management, operation, supervision and evaluation of the LRS Media Production Services and staff as well as the installation and maintenance of all technical audio/video equipment necessary to run a 24 hour, 7 days a week cable channel operation. A primary responsibility of LRS Media Production Services is to increase the community's awareness of what the district is doing to accomplish its mission of continuous improvement of student achievement. Duties include but are not limited to designing, installing, maintaining, and operating the systems and equipment of the television studio, control room, boardroom, and remote production truck/sites. The manager produces local programs and provides engineering and/or editing services for the television studio. S/he serves as a representative for interaction with community members and district staff and provides training and consulting services to principals, school-based video production/studio staff, teachers, library technology staff, and students.

## ESSENTIAL JOB FUNCTIONS

- Management, operation, and supervision of the LRS Media Production Services and staff
- Supervises, designs, installs, maintains, operates and trains others on the operation of the systems and equipment needed to run the production facilities. These facilities include the Channel 16 fiber transmission rings, television studio, control room, boardroom presentation station, boardroom remote camera system, remote production truck, non-linear video editing SAN, multi-format dubbing, satellite downlink sites, and the school's bi-directional video systems.
- Schedules all programming and oversees the 24 hour, 7 days a week cable playback operation of Channel 16, with collaborative input from administration, schools, and community groups.
- Manages Media Production Services budgets for needs expenses and operational costs including supplies, contracted help, temporary production staff, and equipment purchases. Also manages a grant account that has funding provided by the SCETC for television production related expenses.
- Directly supervises and evaluates four LRS Media Production Services Staff: Project Manager/ Video Editor, Coordinator Television Remote Production, Instructional Media Specialist, and Media Services Production Assistant.
- Manages, supervises and directs live productions of the Board of Education meetings that air on Channel 16
- Produces programs and provides technical engineering and/or editing services for the television studio and locally produced district programming services
- Supervises, researches, and writes scripts for various "in-house" and "on-site" video and audio productions. Assists/consults/rewrites/approves all prepared scripts and performs such duties including but not limited to: directing, lighting, camera operation, audio, set building and/or talent direction, and editing of video productions.
- Coordinates, approves and schedules for all video and audio productions including time, place, talent, crew and rental or purchase of any additional equipment needed.
- Assigns production requests to proper staff, supervises, and approves all graphics or artwork, and monitors to completion all assigned tasks.
- Selects and approves music and sound effects, ensuring that all copyright laws are followed.
- Supervises all media duplication services, ensuring that all copyright laws are followed.
- Provides support and training to teachers, administration, and students on the use of video editing equipment, including one-on-one assistance and

consultation as needed.

- Serves as technical consultant for audio and video related projects within the district. Researches and recommends equipment, with the assistance and input from the Technical Services Department
- Performs other related media production duties as assigned
- Serves as a representative for interaction with community members and district staff and provides training and consulting services to principals, school-based video production/studio staff, teachers, library technology staff, and students
- Communicates needed information for on-location crew
- Implements and monitors district policies and procedures with appropriate security controls
- Collaborates with appropriate stakeholders to solve problems effectively
- Collaborates with personnel from other school districts, academic institutions, libraries, and television stations to facilitate television/video production.
- Collaborates with community members and district staff to increase the community's awareness of what the district is doing to accomplish its mission of continuous improvement of student achievement. Works within the goal of providing quality programming for Channel 16, the District 11 Channel.

#### KNOWLEDGES, ABILITIES AND SKILLS

- Demonstrated competencies in the operation of audio equipment
- Demonstrated competencies in the basic troubleshooting and repair of audio equipment
- Demonstrated competencies in the operation of broadcast video cameras
- Demonstrated competencies in the basic troubleshooting and repair of broadcast video cameras
- Demonstrated competencies in operation of various broadcast video/audio routers and production switchers
- Demonstrated competencies in the basic troubleshooting and repair of various broadcast video/audio routers and production switchers
- Demonstrated competencies in the operation of remote controlled broadcast video cameras
- Demonstrated competencies in the basic troubleshooting and repair of remote controlled broadcast video cameras
- Demonstrated competencies in the operation of a broadcast automation system
- Demonstrated competencies in the basic troubleshooting and repair of a broadcast automation system
- Demonstrated competencies in the operation of various television intercom systems
- Demonstrated competencies in the basic troubleshooting and repair of various television intercom systems
- Demonstrated competencies in operation of both linear and non-linear editing systems
- Demonstrated competencies in the basic troubleshooting and repair of both linear and non-linear editing systems
- Demonstrated competencies in the configuration, troubleshooting and basic repair of an Apple XSAN system
- Demonstrated competencies in the mastering of the DVD video format
- Demonstrated competencies in operation of various audio/video recording and playback decks
- Demonstrated competencies in the basic troubleshooting and repair of various audio/video recording and playback decks
- Demonstrated competencies in operation of a broadcast character generator and designing of graphics
- Demonstrated competencies in the basic troubleshooting and repair of a broadcast character generator

- Demonstrated competencies in the operations of various broadcast video servers
- Demonstrated competencies in the basic troubleshooting and repair of various broadcast video servers
- Demonstrated competencies in the termination of various audio, video and communication cabling and connectors including XLR, RCA, Mini 1/8", TRS ¼", BNC, Y/C, 9 pin, 15 pin and Triax
- Demonstrated understanding of common communication protocols used in television equipment including RS232, RS422, and RS485
- Demonstrated understanding of various video and audio signals, both digital and analog, and how they interface together to make a system
- Demonstrated understanding of the use of fiber transmission equipment for broadcast video
- Demonstrated competencies in live television production directing skills
- Demonstrated competencies in the installation, configuration, and management of a small LAN network
- Demonstrated basic office computer skills
- Ability to foster and manage change
- Ability to work cooperatively with others, individually and in teams
- Ability to work a flexible schedule
- Demonstrated competencies in operating cable controls

#### QUALIFICATIONS

- Bachelor's Degree in Broadcast Communications, Radio and Television or equivalent degree
- 1 year engineering experience at a television station or video/audio production environment
- Experience in television production including audio, graphics, and editing
- Experience in script writing and organizational skills
- Valid Colorado driver's license and safe driving record
- Must be able to drive a 16' Television Remote Truck

#### ORGANIZATIONAL RELATIONSHIPS

- Reports to and is evaluated by the Director of Learning Resource Services
- Supervises crew during on-location productions
- Supervises crew in studio and control room operations

#### WORKING CONDITIONS

The work will be performed in various environments depending on the location and activity of the events being covered. The work will be performed according to the schedule demanded by the activity being produced. On-location productions are performed from a 16' television remote truck that has environmental controls to allow it to be used in Colorado's various seasonal conditions. Work may also be performed in studio and control room environment.

#### PHYSICAL DEMANDS

The work is active with the ability to walk, crawl, stand, and sit. The work requires the ability to bend, reach, hold, grasp and turn objects; use fingers to operate computers, cameras and other equipment; identify colors; detect odors, and feel the shape, size, and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing. The work requires the ability to lift and carry objects up to 75 pounds. Must be able to climb ladder for both studio and remote truck operations and sometimes work in an elevated position.

#### FLSA STATUS

Exempt

JOB TITLE

JOB DESCRIPTION

WORK YEAR  
260 days

**JOB TITLE****JOB DESCRIPTION**

Landscape Crew Leader

**SUMMARY OF FUNCTION**

Supervises crews and performs all grounds maintenance tasks using appropriate methods and equipment. Coordinates proper use of materials on assigned tasks and is directly involved in the quality and quantity of assigned crew's work.

**ESSENTIAL JOB FUNCTIONS**

- Leads activities of groundskeepers assigned to crew
- Assigns specific tasks to crewmembers as required to accomplish projects assigned by the foreman
- Assists foreman with employee evaluations
- Removes/replaces asphalt
- Prepares area, places and compacts asphalt
- Installs and repairs playground equipment and maintains graveled surfaces
- Prepares/maintains athletic facilities for student and public areas
- Installs and repairs fences including chain link, snow fences and split rail
- Prunes, removes and plants trees and shrubs
- Operates all heavy equipment; performs minor maintenance of assigned equipment
- Cooperates with other trades as a team member
- Removes snow to allow for opening of district buildings
- Installs and repairs sprinkler systems

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of grounds keeping and related work
- Ability to perform skilled grounds keeping duties
- Ability to supervise others in the work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High School diploma or equivalent
- One year of grounds keeping experience
- Valid Colorado Class A Commercial Driver's License with good driving record (yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Landscape Shop Foreman.  
Supervises summer employees and others as assigned.

**WORKING CONDITIONS**

The work is performed in a shop and on job sites outside and in inclement weather.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

JOB TITLE

JOB DESCRIPTION

Nonexempt

Landscape Maintenance Technician

**SUMMARY OF FUNCTION**

Performs various grounds maintenance tasks using appropriate methods and equipment. In a team based, or independently assigned to a site-based setting. May Occasionally require the need to Cooperate and support various trades as a team member.

**ESSENTIAL JOB FUNCTIONS**

- Perform various tasks related to the care of turf and grounds/landscape maintenance including, but not limited to mowing, watering, fertilization and weed control aiding the promotion of seeded areas.
- Perform pruning and maintenance of shrubs, trees, bushes and bedding plants
- Plants trees and shrubs
- Repairs, maintains and installs sprinkler systems, with conventional, and central controls systems.
- Repairs, maintains and installs playground equipment and playground surfaces.
- Repairs, maintains and installs asphalt pavements, pavers, graveled and unimproved areas. Applies appropriate layout, and paints to athletic fields, concrete, and asphalt surfaces with use of striping equipment.
- Repairs and maintains -conventional, and artificial athletic fields and running surfaces.
- Organizes and directs temporary, and summer workers.
- Operates heavy equipment and small engine machines, electric/air powered hand tools
- Removes snow to allow for opening of district buildings with various equipment of the trade.

**OTHER DUTIES**

- Performs related duties as assigned.
- Available for On call during regular and after hours plowing and snow removal requirements

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of grounds keeping and related work.
- Ability to perform grounds keeping duties
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade.

**QUALIFICATIONS**

- High School diploma or equivalent.
- Ability to safely operate various commercial vehicle combinations of 15000 GVWR, and GCWR not to exceed 26001 lbs GVWR.
- New incumbents Must be able to obtain and maintain a valid Colorado Class B Commercial driver's license with in 1 year from date of hire that meets the District driving standards (a bi-annual motor vehicle records will be reviewed is required for this position)
- Two years of continuous permanent grounds care experience is preferred.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Landscape Shop crew leader.

**WORKING CONDITIONS**

The work is performed in a shop and on job sites outside and in inclement weather.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of

JOB TITLE

JOB DESCRIPTION

items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

**WORK DAYS**

260

Landscape Maintenance Technician

**SUMMARY OF FUNCTION**

Performs various grounds maintenance tasks using appropriate methods and equipment. In a team based, or independently assigned to a site-based setting. May Occasionally require the need to Cooperate and support various trades as a team member.

**ESSENTIAL JOB FUNCTIONS**

- Perform various tasks related to the care of turf and grounds/landscape maintenance including, but not limited to mowing, watering, fertilization and weed control aiding the promotion of seeded areas.
- Perform pruning and maintenance of shrubs, trees, bushes and bedding plants
- Plants trees and shrubs
- Repairs, maintains and installs sprinkler systems, with conventional, and central controls systems.
- Repairs, maintains and installs playground equipment and playground surfaces.
- Repairs, maintains and installs asphalt pavements, pavers, graveled and unimproved areas. Applies appropriate layout, and paints to athletic fields, concrete, and asphalt surfaces with use of striping equipment.
- Repairs and maintains -conventional, and artificial athletic fields and running surfaces.
- Organizes and directs temporary, and summer workers.
- Operates heavy equipment and small engine machines, electric/air powered hand tools
- Removes snow to allow for opening of district buildings with various equipment of the trade.

**OTHER DUTIES**

- Performs related duties as assigned.
- Available for On call during regular and after hours plowing and snow removal requirements

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of grounds keeping and related work.
- Ability to perform grounds keeping duties
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade.

**QUALIFICATIONS**

- High School diploma or equivalent.
- Ability to safely operate various commercial vehicle combinations of 15000 GVWR, and GCWR not to exceed 26001 lbs. GVWR.
- New incumbents Must be able to obtain and maintain a valid Colorado Class B Commercial driver's license with in 1 year from date of hire that meets the District driving standards (a bi-annual motor vehicle records will be reviewed is required for this position)
- Two years of continuous permanent grounds care experience is preferred.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Landscape Shop crew leader

**WORKING CONDITIONS**

The work is performed in a shop and on job sites outside and in inclement weather.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work

JOB TITLE

JOB DESCRIPTION

requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

**WORK DAYS**

260

Landscape Shop Assistant Supervisor

**SUMMARY OF FUNCTION**

Assists in supervising Landscape Shop Personnel, may include daily and weekly scheduling of Landscape Shop operations in the absence of Shop Supervisor. Assists in ensuring quality control for shop operation. Assists with Landscape Shop customer relations. Follows up on work order requests, progress and completion.

**ESSENTIAL JOB FUNCTIONS**

- Assists supervising landscape shop personnel
- Assists in the hiring, training, evaluating and discipline of shop employees
- Assists with landscape shop customer relations
- Assists the shop supervisor and takes a leadership role in coordinating, planning and supervising horticultural and turf management operations, fence maintenance and construction (wood & chain link), asphalt repair and maintenance, irrigation system repair & maintenance (manual & electronic), playground equipment repair, maintenance and construction, drainage and erosion control, weed control and maintenance of athletics facilities.
- Inspects completed work and assists in ensuring quality of workmanship and safe operating procedures of the shop. Evaluates progress and recommends methods for improvement
- Develops landscape shop schedules in event of Supervisors absence
- Receives work orders and sets priorities
- Plans and organizes work for proper and efficient completeness
- Finalizes necessary paperwork
- Assists in leading landscape shop daily operations; determines composition of crews and task assignments to accomplish maintenance programs, corrective actions and nonrecurring work orders, as required to support the shop supervisor
- Assists in scheduling work to minimize disruption of school and district activities
- Coordinates with building administrators as needed
- Maintains records of work performed by shop
- Records and documents time and materials spent on each job
- Estimates job costs and completion schedules
- Manages P-card tracking of expenses
- Capable of performing all the duties of a crew chief, heavy equipment operator and groundskeeper
- Directly manages efforts of High School Groundskeepers
- Assists in leading snow removal operations
- Cooperates with others as a team member

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of landscape maintenance methods and procedures
- Knowledge of tree maintenance methods and procedures
- Knowledge of concrete and asphalt maintenance methods and procedures
- Knowledge of playground equipment and fall protection system maintenance methods and procedures
- Knowledge of maintenance methods and procedures for athletic fields and tracks
- Knowledge of heavy equipment operations
- Knowledge of snow removal operations and development of snow removal plans
- Ability to perform skilled landscape, heavy equipment operator, and groundskeeper
- Ability to supervise others in the work

JOB TITLE

JOB DESCRIPTION

- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High School diploma or equivalent
- Four years of grounds care experience of which at least one year has been in a leadership role
- Experienced with Microsoft Office (Outlook, Word, Excel, PowerPoint)

**PREFERRED QUALIFICATIONS**

- Advanced knowledge of Landscaping/Grounds keeping practices
- Certified playground equipment inspector
- Master Gardener or Certified Horticulturist
- Valid Colorado Class A Commercial Driver’s License with a good driving record (yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Landscape Shop Supervisor

**WORKING CONDITIONS**

- This work is performed in a shop and at school grounds and athletic fields
- Works in all weather conditions including adverse weather
- Some exposure to chemical/pesticides and herbicides with suitable protective measures
- Operates heavy equipment, vehicles, and small engine machines and ground care equipment
- Occasional overtime

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

Landscape Shop Foreman

**SUMMARY OF FUNCTION**

Coordinates and oversees landscape shop operations and supervises landscape shop personnel

**ESSENTIAL JOB FUNCTIONS**

Supervises/schedules the activities of assigned employees

- Performs evaluations and all personnel related actions
- Responsible for landscape shop customer relations
- Coordinates, plans and supervises horticultural and turf management operations, fence maintenance and construction (wood & chain link), asphalt repair and maintenance, irrigation system repair & maintenance (manual & electronic), playground equipment repair, maintenance and construction drainage and erosion control, weed control and maintenance of athletics facilities
- Assigns use, maintenance and training of operators of large equipment
- Develop, performs and schedules performance by others annual recurring maintenance and
- Preventive maintenance inspections; develops; annual preventive maintenance program including asphalt, playgrounds, fencing, sprinkler systems, tennis courts, landscaping and grounds improvements
- Designs, develops contract documents for and monitors landscape/grounds projects to include management of the Direct Digital Control computerized lawn irrigation system
- Develops the Tools and Equipment Replacement/Augmentation Program and coordinates bidding and purchase of materials and supplies to support the landscape shop
- Supervises inspection of work and is responsible for quality of workmanship and safe operating procedures of the shop
- Evaluates progress and recommends methods for improvement
- Travels throughout District to effectively accomplish this work
- Supervises development of landscape shop weekly schedules, sets priorities, supervises planning and organizing work for proper and efficient completeness
- Supervises of planning landscape shop daily operations; determination/composition of crews and task assignments to accomplish maintenance programs, corrective actions and non-recurring work orders
- Capable of performing all the duties of a crew chief, heavy equipment operator and groundskeeper
- Plans and develops the annual preventative maintenance program, the annual recurring maintenance program, and tools/equipment replacement program
- Leads snow removal operations
- Cooperates with others as a team member

**OTHER DUTIES**

- Performs all other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of landscape maintenance methods and procedures
- Knowledge of tree maintenance methods and procedures
- Knowledge of concrete and asphalt maintenance methods and procedures
- Knowledge of playground equipment and fall protection system maintenance methods and procedures
- Knowledge of maintenance methods and procedures for athletic fields and tracks
- Knowledge of heavy equipment operations
- Knowledge of snow removal operations and development of snow removal plans
- Ability to plan, develop and direct annual preventative maintenance, annual

JOB TITLE

JOB DESCRIPTION

- recurring maintenance and tools/equipment replacement program
- Ability to perform skilled landscape, heavy equipment operator, and groundskeeper
  - Ability to supervise others in the work
  - Ability to communicate effectively
  - Ability to work cooperatively with others
  - Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High School diploma or equivalent
- Six years of grounds care experience of which at least three years has been in a leadership role
- Proficient with Microsoft Office (Outlook, Word, Excel, PowerPoint)

**PREFERRED QUALIFICATIONS**

- Advanced knowledge of Landscaping/Grounds keeping practices
- Certified playground equipment inspector
- Master Gardener or Certified Horticulturist
- Valid Colorado Class A Commercial Driver’s License with a good driving record. (Yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Assistant Director, Facilities – Maintenance & Operations

**WORKING CONDITIONS**

- This work is performed in a shop and at school grounds and athletic fields
- Works in all weather conditions including adverse weather
- Some exposure to chemical/pesticides and herbicides with suitable protective measures
- Operates heavy equipment, vehicles, and small engine machines and ground care equipment
- Occasional overtime

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

**WORK YEAR**

260 Days

Lead Area Instructional Coach (SE)

**SUMMARY OF FUNCTION**

The primary function of the Lead Area Instructional Coach is to coach and consult with administrative and school staff to provide job-embedded professional development, build organizational capacity in areas of instruction, curriculum, and assessment, and to serve as a liaison to the Curriculum and Instruction Department. This role is responsive to the instructional needs of the area assigned. This position reports directly to the Area Superintendent.

**ESSENTIAL JOB FUNCTIONS**

- Coordinates the team of Area Instructional Coaches to provide consistency across the district
- Coordinates work with consultants who are providing support for schools
- Serves as a liaison from the team of Area Instructional Coaches to central administration departments that support instruction and achievement
  - Coordinates with the Director of Curriculum and Instruction on the District's approach to coaching and supporting TLC's and other teacher leaders around best instructional practices and data analysis.
  - In coordination with the building principal and TLC/department chairs, supports implementation of strategies to meet One Plan goals specific to growth groups.
  - Provides peer assistance and coaching toward meeting teachers' goals to grow in knowledge and effectiveness in all content areas and working with all types of students.
  - Provides staff with structures, professional development, and feedback that supports teaching and learning cycles.
  - Provides facilitation and guidance in partnership with Curriculum and Instruction for District instructional initiatives.
  - Provides support to staff in formatively assessing and monitoring student growth, in interpreting individual and class growth trends, and in determining effective Best First Instruction (BFI), intervention techniques, differentiation, and Tier 2 & 3 intervention strategies to increase student growth.
  - Attends building Professional Learning Community (PLC) meetings to support teachers in the PLC process and in the identification of strategies to meet student needs.
  - Provides visit reports to the Area Superintendent on a regular basis for all assigned schools.
  - Demonstrates an ongoing willingness to enhance and further their own professional training, knowledge, and expertise through the Curriculum and Instruction Department trainings/in-services/meetings and external professional opportunities within content related to effective instruction, all curriculum/content areas, professional coaching, and student performance.
  - Supports teachers and PLC's in designing effective module and lesson plans.

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

Must demonstrate the following:

- Ability to develop ongoing trusting relationships with staff.
- Skills in meeting the challenges of adult learners.
- Ability to work through and manage resistance to change.
- Collaborative, team-oriented attitudes.
- Ability to be a risk taker and possibility thinker.
- Knowledge of all content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems.
- Successful experience using various teaching strategies/approaches with

JOB TITLE

JOB DESCRIPTION

students from a variety of backgrounds and experiences.

- Ability to engage staff in reflective, self-inquiry processes to improve practice.
- Ability in and knowledge of data management systems to include the ability to provide ongoing coaching on effective use of the data systems for improved instruction and leading to improved student performance.
- Ability to provide training and coaching for staff K-12 in effective research-based and district approved instructional strategies in all content areas.
- Strong organization, communication, and facilitation skills.
- Strong working knowledge of the MTSS framework.
- Strong working knowledge of Professional Learning Communities structures and processes.
- Participates in Curriculum and Instruction Department-led professional development sessions and information sessions as scheduled.

QUALIFICATIONS

5+ years of highly effective classroom experience.  
Experience working with children from a variety of backgrounds and experiences.  
Master’s degree with current Colorado teacher licensure.  
Successful experience in working with adults in the areas of professional training and staff development.  
Experience and licensure as a school administrator

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Area Superintendent.  
Actively partners with the Curriculum and Instruction Department to further the District’s essential actions and to eradicate school-based disparities.

WORKING CONDITIONS

The work is performed in a typical office environment and in school classrooms.  
Flexibility in daily work schedule is required.  
Summer training is required.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects and use fingers to operate computer keyboard. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

207 Days

JOB TITLE

JOB DESCRIPTION

Lead Bus Driver Trainer

SUMMARY OF FUNCTION

Assists in training bus drivers and other district personnel in defensive driving techniques and other issues related to transporting students. Responsible for the training and certification of the multi-function district drivers and the certification of all white fleet drivers. Supervises other bus trainers.

ESSENTIAL JOB FUNCTIONS

- Conducts classroom training sessions and seminars related to safe driving techniques, equipment care, safety techniques and first aid procedures
- Assists in analyzing training needs and developing new training courses
- Conducts individual driver training and testing sessions on obstacle course and roadway and evaluates driver performance
- Records and analyzes computer data related to driver safety and training which includes monitoring related traffic information, motor vehicle records, accident reports, etc.
- Performs all duties of other driver positions as necessary
- Performs initial screening and interviewing of applicants and refers recommendations to supervisor
- Prepares written requests to and provides information to the Department of Motor Vehicles to identify drivers who have passed a "stopped" school bus
- Prepares annual school bus license renewal package
- Plans and schedules school bus evacuation drills
- Conducts training updates and instructions on new equipment, changes in rules and regulations, etc.

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of applicable laws and rules governing vehicle operation
- Knowledge of effective methods and techniques of training
- Ability to effectively plan and present training courses on bus driving and related subjects
- Ability to operate a school bus safely

QUALIFICATIONS

- High School diploma or equivalent
- Must be able to obtain Certified Bus Instructor and Certified Defensive Driver certificates
- Must be able to obtain Red Cross certification to teach first aid
- Must be able to obtain Crisis Prevention Institute (CPI) instructor certification
- Must be able to certify district white fleet drivers
- Must have citation free driving record for past three years
- Two years of experience as a bus driver
- Valid driver license

ORGANIZATIONAL RELATIONSHIPS

Reports to Safety and Training Coordinator.

WORKING CONDITIONS

The work is performed on school buses.

PHYSICAL DEMANDS

The work involves operating a school bus. Typical positions require worker to be capable of climbing stairs, crawling, bending, kneeling, and reaching. Dragging and lifting from floor to shoulder height 60 lbs. on an occasional basis. Pushing, pulling, and carrying up to 50 lbs. on an occasional basis, and lifting shoulder to overhead 20 pounds on an occasional basis. Must be able to

**JOB TITLE****JOB DESCRIPTION**

hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors. Must pass the U.S. Department of Transportation (DOT) Medical Examination. Subject to USDOT approved substance abuse testing program.

**FLSA STATUS**

Nonexempt

**WORK YEAR**

173 days

Lead Campus Security Officer

**SUMMARY OF FUNCTION**

Supervises four to six Campus Security officers Monitor campus or other District property or functions to ensure safety and security of students, visitors and staff.

**ESSENTIAL JOB FUNCTIONS**

- Supervise four to six campus security officers assigned to the school
- Acts as liaison with principal or designee regarding school security issues
- Ensures all campus security officer time sheets are completed
- Handles minor disciplinary infractions of campus security officers and reports these to District  
Security Coordinator and school principal or designee
- Coordinates assignment of security personnel for special events held at school
- Monitors and supervises students' activities at assigned locations in the building and/or on the grounds
- Checks students' hall or parking lot passes
- Inquiries about the nature of the business of non-students entering campus and determines if they require an escort.
- Documents and escorts unauthorized persons off campus and calls for assistance if needed
- Is familiar with and enforces Student Conduct and Discipline Code and other school rules and regulations
- Completes necessary reports to document criminal events or discipline code violations
- Administers warnings to students or refers them to building administrators for disciplinary action.  
Locates students sought by building administration, and escorts students to central office as needed
- Issues verbal warnings, reports misconduct and requests assistance from appropriate personnel as required
- Watches for disturbances, fights, unauthorized visitors, or criminal activity
- Assesses danger and calls for backup or assistance if necessary
- Intervenes to halt or prevent fights, disturbances or other incidents, and diffuses threatening or confrontational situations between students or others
- Ensures order is restored and students are unharmed
- Watches for and reports suspicious activity to appropriate authorities as required
- Assists students in resolving minor disagreements and coordinates a mutually acceptable agreement
- Assists in coordination of action to be taken concerning threats of violence on students, and assists in implementation
- Confers with and assists building administration, District security and policy on investigation of criminal incidents or discipline code violations
- Observes and gathers information about student involvement in gang activities or use of illegal substances
- Reports incidents to appropriate authorities as required
- Assists in the evacuation of buildings during drills and actual emergencies
- Provides student supervision at after school functions and athletics as assigned
- Renders appropriate first aid to injured persons and follows established protocol for reporting injuries

**OTHER DUTIES**

- Performs related duties as assigned
- KNOWLEDGE, ABILITIES AND SKILLS
- Knowledge of security procedures as applied to the requirements of schools

JOB TITLE

JOB DESCRIPTION

- Ability to perform school security and related duties efficiently
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to manage conflict
- Ability to intervene in physical conflict and physically restraint students to protect property or persons

**QUALIFICATIONS**

- High School diploma or equivalent
- Experience in security related work or work involving dealing with adolescent behavior
- Must satisfactorily complete campus security officer training within four weeks of hire
- Must satisfactorily complete annual re-certification training

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and evaluated by the Principal, Assistant Principals and Security Coordinator. Managed by and receives training and other guidance from the Security Coordinator and Director of Security.

**WORKING CONDITIONS**

The work is performed in District schools.

**PHYSICAL DEMANDS**

The work is infrequently very heavy, occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to constantly stand and walk throughout the day with occasional sitting, lifting and exerting a push/pull force in excess of 100 pounds infrequently, up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching, reaching at desk and floor level, firm and simple grasping and fine motor activity. The work requires constant standing, walking, balancing, seeing, hearing, and talking.

**FLSA STATUS**

Nonexempt

Lead Catering Specialist

**SUMMARY OF FUNCTION**

Has primary responsibility to be involved with and oversee all preparation of food for catered events, providing the highest quality of food and service to customers at all times. Prepares related reports to document activities as needed.

**ESSENTIAL JOB FUNCTIONS**

- Works a flexible schedule based on schedules catered events as determined by the Food Service Catering Coordinator
- Plans and executes daily work schedule to meet menu requirements
- Organizes and conducts food preparation activities to meet time requirements of delivery schedule and serving time
- Oversees and prepares food according to menu and product specifications
- May direct efforts of others to ensure proper and timely preparation of food
- Includes preparation of ingredients for next day's activities
- Records quantities and portions prepared, used and left-over
- Labels all left-over food
- Delivers food and supplies in a timely manner and as scheduled
- Insures food quality and timely service
- Picks up previous deliveries as scheduled
- Oversee and assists with service of prepared food
- Assigns duties and supervises assistants
- Assists with clean up following catering events
- Assists with and maintains proper sanitation levels of all areas in kitchen
- Trains, supervises and directs staff assistants
- Communicates proper methods for safe and sanitary food service to staff
- Recommends disciplinary actions as needed
- Orders necessary quantities from Production Center and vendors
- Determines appropriate amount of food to be prepared and orders accordingly
- Stocks food and supplies in designated storage areas and maintains proper organization and sanitation levels of these areas. Dates/labels all food& supplies received
- Organizes and distributes food, supplies and equipment to other schools as needed
- Responsible to see that all equipment is returned to the catering kitchen
- Maintains purchasing, production and usage records for food and supplies related to catering functions and reporting
- Maintains accurate records relative to food transferred to other schools
- Maintains records relating to food, labor and other supply cost controls
- Maintains upkeep of assigned delivery vehicle, checking fluid levels, tires and gauges
- Keeps vehicle records as required

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of food and menu planning
- Knowledge of volume food preparation methods, procedures and techniques
- Ability to perform designated food preparation tasks
- Good working knowledge of safe food handling skills
- Proper knowledge in use and care of kitchen equipment
- Ability to communicate effectively
- Ability to work cooperatively with others
- Strong planning, organizational and coordinating skills
- Ability to plan and schedule work to meet deadlines
- Ability to supervise and lead others

JOB TITLE

JOB DESCRIPTION

- Basic computer skills

QUALIFICATIONS

- High school diploma or equivalent
- Two years of experience in food preparation
- Valid Colorado Driver License with good driving record.
- ServSafe Certification required within eighty-nine (89) calendar days of hire

ORGANIZATIONAL RELATIONSHIPS

- Reports to Food Service Catering Coordinator.
- Supervises others assigned to work in catering department.

WORKING CONDITIONS

Work will be performed in various kitchens and service areas throughout the School District.

PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

**JOB TITLE****JOB DESCRIPTION**

Lead Certified Bus Mechanic

**SUMMARY OF FUNCTION**

Inspects, maintains and repairs District school buses, support vehicles and other equipment. Maintains accurate records of work performed; assists other service technicians as required. Supervises transportation garage and personnel in the absence of the Fleet Manager.

**ESSENTIAL JOB FUNCTIONS**

- Works under the direction of the Transportation Fleet Maintenance Manager
- Supervises garage and garage staff when Fleet Manager is not on site.
- Performs scheduled and non-scheduled preventive maintenance and repairs to district vehicles and equipment such as school buses, trucks, trailers, automobiles and off-road equipment
- Includes inspections using specific procedures set by District and State requirements
- Troubleshoots, diagnoses and repairs major and minor electrical and mechanical problems on both gas and diesel engines
- Troubleshoots and repairs both hydraulic and air brake systems
- Responds to service calls, working in adverse weather
- Completes written reports for time and materials on work orders, materials/parts lists, inspection forms and other correspondence required to fulfill job tasks
- Helps maintain computer database by entering work orders, work performed and parts ordering
- Works in conjunction and cooperation with the transportation parts purchaser to ensure adequate parts inventory for high turnover items to support timely repairs
- Maintains a clean and organized work environment to promote safety and professionalism
- Practices safe work habits
- Assists vehicle/school bus drivers and equipment operators as required ensuring the correct and safe operation of all equipment

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Vehicle maintenance knowledge on the following: diagnosis and repair of gasoline and diesel engines, transmissions, suspension, steering, brakes, electrical, drive train and computerized systems; knowledge of mechanics hand and power tools
- Ability to communicate and work effectively and cooperatively with others and provide assistance and customer support to operators and maintainers regarding vehicle inquiries and problems
- Ability to read and understand repair manuals and written instructions daily
- Be capable of reading electrical schematics
- Ability to utilize computer and maintenance management database for entry of information pertaining to equipment control and maintenance
- Skill and ability to use tools, equipment and materials necessary to perform major vehicle and equipment repair
- Ability to work effectively with others and provide effective leadership
- Ability to plan, supervise and evaluate the work of others

**QUALIFICATIONS**

- High School diploma or equivalent including specialized courses in automotive and truck repair
- Minimum of three years experience in servicing of light, medium and heavy-duty trucks and/or buses
- Valid Colorado driver's license with good driving record and ability to obtain

JOB TITLE

JOB DESCRIPTION

Commercial Driver's License (CDL) within six months of employment

- Must be able to obtain A Department of Transportation Brake Inspector Certificate, Opacity Inspector License, • Colorado Department of Education (CDE) Inspector Certificate within one year of employment
- Possess Automotive Service Excellence (ASE) Heavy Duty Truck and/or Bus Certifications
- Must own required tools

ORGANIZATIONAL RELATIONSHIPS

Reports to the Transportation Fleet Maintenance Manager.

WORKING CONDITIONS

Performed in a shop environment at the Transportation Maintenance Facility and/or at various schools serviced locations outside.

PHYSICAL DEMANDS

This work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

WORK YEAR

260 Days

Lead Digital Prepress Technician

SUMMARY OF FUNCTION:

Functions as a lead technician and operating resource responsible for all prepress, and department creative team, to include typesetting, and importing/exporting and manipulating client-provided electronic files. Provides digital design and graphics expertise to meet customer requirements and to enhance workflow efficiencies. Utilizes cutting-edge technology to assure timely throughput, supporting the department's digital presses and wide format sign shop. Must be highly committed to delivering top notch customer service and precision quality on a tightly managed production schedule.

ESSENTIAL JOB FUNCTIONS

- Perform digital prepress functions to include importing and exporting customer files in multiple formats; design brochures, logos, letterheads, envelopes, certificates, and posters; review and modify color, fonts and graphics for quality and format utilizing software such as Adobe PhotoShop, Illustrator, InDesign, Quark, PitStop Professional, Word, Excel, Publisher, Access, and Outlook.
  - Operate, adjust and maintain a variety of prepress equipment to include wide format printer, processing RIPs, and related equipment to support the production of output for close registered printed materials; participate in evaluating methods for improving production, performance, and quality of work.
  - Recommend changes in work processes to increase efficiency; examine job orders for accuracy and to verify customer requirements are met; provide production and technical communication, guidance, and instruction as necessary; work with department management to design or revise forms and other printed material; coordinate activities with department staff to achieve best graphic results.
1. Reviews department job tickets; manages workflow to ensure all orders are completed on time and consistently meeting customers' expectations while maximizing machine efficiency; recommends changes in work processes to increase efficiency
  2. Maintains an organized, clean work environment, and adheres to the department's high level of customer service to always exceed the customer's expectations.
- Participates and assists in on-going continuous improvement training and staff development
  - Accurately records and reports stock inventory
  - Provides daily/weekly status reports to the department's management team.

OTHER DUTIES

- Performs related duties as assigned.

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• KNOWLEDGE, ABILITIES AND SKILLS

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- A working knowledge of printing capabilities and limitations as related to graphic designing, coverage, ghosting, screening, reverse type, trapping, 4-color process, spot color, paper selections, and registration requirements. Ability to perceive normal color spectrum.
- Ability to maintain confidentiality in all aspects of the job, manage multiple tasks with frequent interruptions, and manage multiple priorities to meet customer deadlines.
- Ability to communicate in both oral and written forms; interact and work effectively and cooperatively with team and customers; promote and follow

JOB TITLE

JOB DESCRIPTION

department procedures.

- Critical thinking and problem-solving skills.
- 
- 
- QUALIFICATIONS
- 
- High School diploma or equivalent.
- Six years experience in commercial/in-plant digital prepress, graphic design, typography, page layout, digital printing and production, and finishing methods.
- 
- ORGANIZATIONAL RELATIONSHIPS
- 
- Reports to Production Supervisor.
- 
- WORKING CONDITIONS
- 
- The work is performed in a commercial printing environment.
- 
- PHYSICAL DEMANDS
- 
- The work is mostly sedentary with periods of light physical activity, and is performed in a commercial printing environment. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb ladders; bend, kneel and crouch; reach, hold grasp and turn objects; feel the texture of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.
- 
- FLSA STATUS
- 

Nonexempt

Lead Digital Press Operator

SUMMARY OF FUNCTION:

Oversight and Operation copy center utilizing the department's digital presses. Position has the responsibility of running job requests for clients to receive fast – turnaround on all copy jobs. This includes lots of file transfers for printing on the on-line black and white and color copiers. Interface with staff and clients on a daily basis. Ability to understand the entire process of printing and bindery for necessary job completion, and make decisions pertaining to varying delivery dates. Must be capable of handling high volume of work, with accuracy and timeliness.

ESSENTIAL JOB FUNCTIONS

- Operate the digital press systems; extensive knowledge of Fiery and Creo software pertaining to the file manipulation, scanning, and various capabilities; understanding and operation of servers and file structure with network knowledge, transferring files to the Command Station of the Fiery RIP, and decision making of how to set up documents; follow job requests specifications to ensure timeliness and cost effectiveness; discuss with clients their needs, and perform tasks completely from start to finish in the copy center area; make sure machines are clean and in top working order; performs minor maintenance on a regular basis so that they operate at optimum capacity; maintain inventory on paper stock in copy center and notify when quantity is needed. Management of time to complete requirements of the business core functions. Assist in balancing the “highs” and “lows” with constant deadline concerns.
- Assist users with requests; monitor to ensure jobs meet specifications and completion within the scheduled time; work closely with the CSR's and Pre-press to help them understand the file formats needed for the on-line copiers, etc.; work closely with Production Supervisor on overall schedule and schedule of larger projects.
- Operate black & white and color digital presses, copying according to job request specification and ensuring timeliness and cost-effectiveness; utilize the computer for transferring of files to the Command Station of the Fiery RIP; understanding and operation of servers and file structure with network knowledge, transferring files and decision making on how to output documents.
- Enter and/or update jobs utilizing the PrintSmith management system for billing purposes as necessary.
- Establish and meet goals for continuous improvement; and complete special projects and other duties as assigned.

OTHER DUTIES

- Performs related duties as assigned.

KNOWLEDGES, ABILITIES AND SKILLS

Some basic mechanical aptitude.

Good attention to detail and follow-up skills important.

Communication and teamwork skills.

JOB TITLE

JOB DESCRIPTION

Ability to deal well with repetitive tasks.

PC skills important.

QUALIFICATIONS

- High School diploma or equivalent.
- Minimum five years experience in an in-plant/commercial printing environment.

ORGANIZATIONAL RELATIONSHIPS

Reports to Production Supervisor.

WORKING CONDITIONS

The work is performed in a commercial printing environment.

PHYSICAL DEMANDS

The work is mostly standing while operating copy equipment. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt.

Lead Kitchen Specialist

**SUMMARY OF FUNCTION**

Has primary responsibility in coordination with Production Center Manager to oversee all food preparation and kitchen staff. Efficiently delegating tasks to staff, focusing on menu preparation, cost standards, inventory, safety, and sanitation standards while providing the highest quality food and meal service to satellite schools and high school customers at all times. Prepares related reports to document activities as needed. Responsible for attending all mandatory meetings and training events.

**ESSENTIAL JOB FUNCTIONS**

- Conducts and directs specific food preparation for Production Center.
- Leads the hot and cold food preparation and/or baking activities for the Production Center and satellite schools
- Plans and executes daily work schedule to meet menu and distribution requirements
- Organizes and conducts food preparation activities to meet time requirements of satellite school delivery schedule and serving times
- Oversees and prepares food from scratch according to menu, recipes, and product specifications
- Have knowledge of how to scale recipes in various quantities
- Directs efforts of others to ensure proper and timely preparation of food
- Includes preparation of ingredients for next day's activities
- Responsible to Production Center Manager in forecasting number of meals served on a per item, per meal, per day basis ensuring entrees stay within stipulated cost guidelines.
- Records quantities and portions prepared, used and left-over
- Provides accurate Production Record data of food quantities prepared, used, and left over to Production Center Manager
- Labels all left-over food and ensures proper handling and storage
- Supervises the distribution of food, supplies and equipment to other schools as needed
- Assists in serving and/or loading food onto Distribution trucks as needed
- During meal periods may work on serving line, perform cashier duties, or assist as needed in providing customer service
- Directs staff in proper care for and use of equipment
- Performs clean up and sanitation duties for specified area of kitchen
- Assists with general kitchen clean up as needed
- Responsible for sanitation level of entire food production and storage areas
- Stocks food and supplies in designated storage areas and maintains proper organization and sanitation levels of these areas. Dates/labels all food and supplies received
- Maintains accurate inventory and inventory controls
- Trains, supervises and directs 14-20 staff assistants
- Communicates proper methods for safe and sanitary food service to staff, to include food safety and physical safety
- Recommends disciplinary actions as needed
- Tracks satellite orders and reports to Production Center Manager the appropriate amount of food to be prepared and ordered
- Assists Production Center Manager in accurate and secure cash handling procedures including recording daily cash sales, prepayments, deposits of cash receipts and security of change fund and petty cash
- Assists Production Center Manager with financial performance through achievement of targeted cost controls, to include food cost, labor hours/costs and other supply costs
- Assists in the completion and submission of accurate forms and paperwork to meet established deadlines either through computer or hardcopy
- May be involved in employee selection process and hire recommendations

**OTHER DUTIES**

- Performs related duties as assigned
- Performs duties of Production Center Manager in their absence

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knows and practices positive customer service skills
- Knowledge of food and menu planning
- Knowledge of volume food preparation methods, procedures and techniques
- Ability to scale recipes to various quantities
- Ability to perform designated food preparation tasks
- Good working knowledge of safe food handling skills
- Proper knowledge in use and care of industrial kitchen equipment
- Ability to communicate effectively
- Ability to work cooperatively with others
- Strong planning, organizational and coordinating skills
- Ability to plan independently and schedule work to meet deadlines
- Ability to supervise and lead others
- Ability to add and subtract and to maintain accurate written records
- Basic computer skills

**QUALIFICATIONS**

- High School diploma or equivalent
- Three years of experience in volume food preparation of 5,000 meals or more
- Has supervised 10 or more employees
- ServSafe Certification required within eighty-nine (89) calendar days of hire

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Production Center Manager and or D11 Chef

**WORKING CONDITIONS**

Exposure to industrial kitchen equipment and utensils. Working near hot ovens in areas that may not be air conditioned.

**PHYSICAL DEMANDS**

The work is regularly active. This position will require the individual to walk or stand for long periods; lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use hands/fingers to operate or use food service equipment, write, and use fingers to operate computer keyboard. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

Lead Large Format Print Operator

**SUMMARY OF POSITION**

Functions as a lead operator and operating resource for large format printer and contour cutter with related software packages and sign making peripherals using a variety of roll and rigid substrates; possess a high degree of organization and technical expertise to effectively prioritize and manage the fast-paced, digital printing workload. Must be highly committed to delivering top notch customer service and precision quality document reproduction on a tightly managed production schedule.

**ESSENTIAL JOB FUNCTIONS**

- Ensures operational readiness and safety of all equipment; properly uses and maintains all department tools and equipment; manages machine logs and coordinates maintenance and repair calls with vendors; performs workflow/mechanical troubleshooting
- Sets up and operates all large format equipment, makes any required adjustments to maintain quality standards
- Reviews department job tickets; manages workflow to ensure all orders are completed on time and consistently meeting customers' expectations while maximizing machine efficiency; recommends changes in work processes to increase efficiency
- Produces rigid and roll signs and banners ensuring production output meets color accuracy and print quality standards; utilizes custom finishing including lamination, mounting, and trimming as needed
- Prepares large format signs, banners, and display graphics for shipping and delivery.
- Reviews complex and diverse reprographic print orders and manages each print job from start to finish, including file preparation, printing, scanning, file management, and provides bindery services.
- Maintains an organized, clean work environment, and adheres to the department's high level of customer service to always exceed the customer's expectations.
- Participates and assists in on-going training and staff development
- Accurately records and reports stock inventory
- Provides daily/weekly status reports to the department's management team.

**OTHER DUTIES**

- Performs related duties as assigned.

**KNOWLEDGES, ABILITIES AND SKILLS**

- Experience printing on a large variety of roll and rigid substrates.
- Experience with Adobe Creative Suite: InDesign, Illustrator, and Photoshop.
- Understanding of RIP software and color management.
- Experience with planning and prioritizing production schedules in a time sensitive/variable deadline environment.
- Mechanically minded with experience of working with an array of print finishing equipment and large format printers.
- Ability to communicate both orally and in writing; to follow oral and written instructions.
- Previous supervisory/team leading experience.
- Ability to perceive normal color spectrum.
- To lift, transport, and stock supplies and related equipment.
- Ability to establish and meet goals for continuous improvement.
- Ability to communicate effectively in a team environment.

**QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

- High School diploma or equivalent
- Combination of six years' experience in printing and large format production

ORGANIZATIONAL RELATIONSHIPS

Reports to Production Supervisor.

WORKING CONDITIONS

The work is performed in a commercial printing environment.

PHYSICAL DEMANDS

The work is regularly active with periods of medium exertion, and is performed in a print shop. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb ladders; bend, kneel and crouch; reach, hold grasp and turn objects; feel the texture of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. .

FLSA STATUS

Nonexempt.

## JOB TITLE

## JOB DESCRIPTION

Lead Press Operator

## SUMMARY OF FUNCTION

Functions as a lead operator and operating resource for single and multi-color offset presses and related offset printing equipment, integrating prepress and post-press related aspects to create error free and efficient throughput. Produces highly complex single and multi-color close registered printed materials, ensuring quality, accuracy and timeliness of product to meet or exceed customer requirements and expectations.

## ESSENTIAL JOB FUNCTIONS

- Operates, adjusts and maintains a variety of complex single and multi-color presses and related equipment to support the production of close registered printed materials
- Recommends evaluation methods for improving overall pressroom production, performance, quality, and staffing
- Monitors pressroom throughput for quality
- Examines job orders for special stock specifications, colors and printing instructions
- Provides troubleshooting, guidance and instruction to pressroom team
- Consults, advises and recommends improvements for prepress and post-press processes to increase overall department efficiencies
- Ensures operational readiness and safety of printing presses and other related equipment
- Performs and monitors routine, scheduled repairs and maintenance on equipment
- Prepares and maintains production records
- Advises/orders/inventories press supplies and special stocks as necessary
- Leads and trains others in press operations and production procedures and evaluates methods for improving production and quality of work
- Provides input for annual team evaluations within area of responsibility
- Understand computerized management system and manipulate individual job ticket information as necessary; prepares/outputs CTP plates as needed
- Establish and meet goals for continuous improvement

## OTHER DUTIES

- Completes special projects and performs other duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Ability to work from combined use of technical judgment; oral and written project instructions, and standard press operating procedures
- Ability to communicate both orally and in writing
- Follows oral and written instructions
- Maintains effective working relationships
- Perceives normal color spectrum
- Ability to lift, transport, and stock press supplies, paper and related equipment

## QUALIFICATIONS

- High School diploma or equivalent
- Six years progressive pressroom experience in an in-plant/commercial printing environment
- Comprehensive knowledge and quality skill set in the operation and maintenance of high speed single and multi-color presses and related equipment

## ORGANIZATIONAL RELATIONSHIPS

Reports to Production Supervisor.

## WORKING CONDITIONS

JOB TITLE

JOB DESCRIPTION

The work is performed in a commercial printing environment.

**PHYSICAL DEMANDS**

The work is regularly active with periods of medium exertion, and is performed in a print shop. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb ladders; bend, kneel and crouch; reach, hold grasp and turn objects; feel the texture of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. .

**FLSA STATUS**

Nonexempt

Leave Specialist

**Leave Specialist****POSITION SUMMARY:**

The Leave Specialist coordinates and administers all aspects of employee leaves of absence and accommodation requests ensuring compliance with district policies, and federal and state regulations, while providing instruction, guidance and excellent customer service to employees and administrators. The Leave Specialist serves as the subject matter expert on district policy and applicable laws and regulations associated with leaves of absence and return to work accommodations. As a member of the Talent Management (Human Resources) and Employee Benefits Teams, the Leave Specialist provides back up and support to other Talent Management and Employee Benefits functions as needed.

**ESSENTIAL DUTIES & RESPONSIBILITIES:**

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- · Coordinates and administers the full life cycle of all leave programs including FMLA, FAMILI, HFWA, ADA and the interactive process, in addition to personal leave, jury duty, bereavement leave, student teaching, sick leave bank, and the donated sick leave bank in accordance with board policies and the applicable federal and state employment laws.
- · Serves as the primary point of contact for and handles all leave inquiries, educates employees and supervisors on the leave process and related policies.
- · Intakes leave requests, determines leave eligibility and sends required notices, forms and letters.
- · Creates and maintains complete and accurate leave files and tracking log.
- · Coordinates and organizes all medical information and ensures that HIPAA and employee privacy guidelines are closely monitored and effectively executed.
- · Communicates with employees, supervisors, Payroll, Employee Benefits and Talent Management staff to coordinate the return to work details, including accommodation requests, light duty restrictions and leave expirations.
- · Develops, generates, and presents reports on a regular basis to analyze leave data and trends.
- · Maintains current knowledge of federal and state leave laws and regulations; proposes revisions to Board policies, employee handbooks, procedures, processes and communications as necessary to ensure program effectiveness and compliance.
- · Develops and delivers leave related training for employees, managers and Talent Management professionals.
- · Consults with the benefits department, as needed, to coordinate changes to insurance benefits and coverage.
- · Calculates monthly salary adjustments (re-annualization) based on individual leave circumstances.
- · Identifies issues and concerns as they arise and proactively develops and executes a plan for resolution.
- · Conducts quality assurance audits for personnel transactions and HRIS data entry.
- · Performs other related duties as assigned.

**Knowledge, Abilities and Skills**

- In-depth knowledge of federal and state leave related regulations including FMLA, FAMILI, HFWA, ADA (including the interactive process), Pregnancy Discrimination Act and HIPAA.
- Ability to maintain high level of confidentiality and professionalism.
- Advanced understanding of math and calculation skills and ability to process complex pay situations.
- Excellent oral and written communication skills.
- Superb interpersonal relations skills.
- Strong multi-tasking, prioritization and organization skills.
- Exceptional time management and ability to track dates and deadlines and provide needed follow-up.
- Meticulous attention to detail, critical thinking, analytical and problem-solving skills.
- Self-starter, fast learner with ability to work independently under limited supervision.
- Must work well in an interactive team environment.
- Experience using HRIS software, database and web-based systems.
- Proficient in Microsoft Office programs, including Excel, Word, PowerPoint and Outlook.
- Ability to provide excellent customer service with empathy.
- Ability to identify and implement improvements to overall process efficiency and accuracy.
- Ability to diffuse and manage volatile and stressful situations.

**Preferred Qualifications**

- 2 years of employee leave processing experience
- Experience with PeopleSoft Self Service or Time/Entry; HRIS experience
- Large volume of employee benefit process/FMLA processing/employee leave request
- Familiarity with ADA Reasonable Accommodations process and confidential medical information
- Experience working in K-12 business model

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to the Director of Risk Related Activities
- Interfaces daily with department staff, Payroll, Talent Management, Employee Benefits and District employees from all employee classes.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Non-Exempt

**WORK DAYS**

260

## JOB TITLE

## JOB DESCRIPTION

Liaison - Health Sciences Pathway

Leadership and duties associated with this position is to act as a liaison with a local community college and district personnel to aid in the development of the Health Sciences Pathways programs. This person will be charged with creating a communicative bridge between a local community college and coordinating with various staff to align with district objectives. The Nurse Aide program and related duties will also be within the realm of responsibilities.

## Essential Job Functions:

- Collaborating with district staff in the process of building a class schedules
- Assigning clinical groups related to the Nurse's Aide class
- Arranging for clinical dates and time with the involved facilities
- Maintaining Nurse Aide program equipment
- Building, designing and maintaining the onsite lab space and curriculum
- Prepares and generates related reports and documentation of administrative activities
- Represents Health Sciences and other pathways programs at outside activities
- Works to develop appropriate partnerships
- Markets the Health Sciences pathway in conjunction with other district pathways programs
- Responsible for overseeing program efficiency, required state and district compliance records
- Directing the recertification process through the state of Colorado

## Knowledge Skills and Abilities:

- Demonstrated ability to coordinate a nurse aide training course
- Knowledge of the Colorado State Nurse Aide training requirements
- Knowledge of how to obtain and maintain program licensure
- Proven experience in maintaining good relationships with clinical facility staff and all district personnel.

## Qualifications:

- Bachelor's level RN license from an accredited institution
- 4,000 hours or more of work experience as an RN
- Preferred Colorado State Board of Education Teaching Credential in good standing
- Minimum of 4 years of teaching experience with high school students at the collegiate level
- Must have previous experience as a coordinator of a Nurse Aide training program

## Physical Demands:

The work requires manual dexterity and extensive use of a computer terminal, video monitor, printer, and 10-key adding machine. Long periods of sitting and standing are required. Must be able to lift up to 20 pounds, climb stairs, bend, reach, and use the telephone. Must be capable of maintaining, lifting, and moving essential equipment related to the laboratory.

## Other Duties:

Performs related duties as assigned.

FLSA: Exempt

Work Year: 185

## JOB TITLE

## JOB DESCRIPTION

Library Assistant

## SUMMARY OF FUNCTION

Under the direction of the Library Technology Educator (LTE) and School Principal, the Library Assistant supports the LTE to provide a quality library technology program as defined in Board of Education policy IJNC. Library Assistants support with the maintenance and operation of the school media/information/technology program. The Library Assistant supports in personalized learning, information literacy, and technology utilization and integration activities; supports daily access to and utilization of information and technology resources including library, media, computer, video, and telecommunications; encourages and motivates student readers; and supports LTEs' and teachers' curriculum requirements.

## ESSENTIAL JOB FUNCTION

Assists in the creation of quality personalized learning and library/technology programs

- Assists the LTE to maintain all daily functions of school based library technology program
- Circulates media to students and staff
- Assists in maintenance of the library automation management system
- Assists in coordination of class/small group/individual utilization of the library media center for resource selection, reader services, and instruction in information literacy skills and technology competencies in standards-based personalized learning lessons
- Assists teachers and/or LTE to supervise student use of the media center; reinforces appropriate behavior.
- Assists students and staff with intellectual and physical access to print and online resources
- Supports the acquisition of personalized learning, information literacy, and research skills among staff and students.
- Upholds media center policy and procedures consistent with District vision, mission, goals, policies, and procedures
- Assists with the selection of media for acquisition according to District procedures
- Finds review sources, coordinates building preview process, and prepares media orders
- Receives and processes media in accordance with established District procedures
- Assists with library and equipment inventories in accordance with established procedures
- Assists in basic technical assistance and support
- Organizes complex tasks and processes.
- Assists the LTE with the development of systems/plan for: collection development  
inventory, repair records  
equipment location  
resource maintenance  
replacement/upgrade of technology equipment.
- Assists in the collection, analysis, and reporting data for the development of program goals
- Assists in the provision of a barrier-free learning environment that is an inviting, accessible, and stimulating place with work space for individuals and groups for research, browsing, listening, viewing, reading, computing, and producing materials to meet learning needs
- Develops and puts into practice a personal professional growth plan that is aligned to school/program goals  
Communicates with stakeholders
- Assists the LTE with communication to teachers and students to overcome problems and promote integration of personalized learning, information

JOB TITLE

JOB DESCRIPTION

literacy, and technology into daily classroom activities.

- Assists LTE to communicate with users in implementing and monitoring district policies, procedures, and security controls
- Assists LTE in communicating library technology highlights to school communities
- Analyzes and solves problems effectively
- Collaborates with LTE to resolve concerns related to personalized learning, information literacy skills, and technology competencies
- Collaborates with appropriate stakeholders to solve problems effectively

OTHER DUTIES  
Performs all other duties/work as required.

KNOWLEDGE, ABILITIES AND SKILLS

- Ability to work cooperatively with others and as a team member
- Demonstrated abilities in organizational, human relations, oral and written communications skills
- Ability to foster and manage change.

QUALIFICATIONS

- High school diploma or equivalent
- Demonstrated technical competencies in computer hardware and software preferred.

ORGANIZATIONAL RELATIONSHIPS  
Support the LTE and reports to the Principal.

WORKING CONDITIONS  
The work is performed in a typical office and school environment.

PHYSICAL DEMANDS  
The work is regularly active with mostly walking and standing with periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects, use fingers to operate computer or typewriter keyboards; identify colors; detect odors; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, and to use normal or aided vision and hearing.

FLSA STATUS  
Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Library Tech. Serv./E-Resource  
Mgr./Media Sys. Adm

## SUMMARY OF FUNCTION

Under the direction of the Director of Learning Resource Services, the Library Technical Services/E-Resource Manager and Media Manager System Administrator is responsible for the operation and management of LRS Technical Services and E-Resources, and administers the district Follett Destiny Media Management System. She/he also serves as the backup Destiny Library System Administrator, backup Accelerated Reader and Discovery Education Streaming System Administrator and assists with special projects. This includes, but is not limited to, cataloging, classifying, and processing library media resources utilizing Dewey and Library of Congress systems using the Follett Destiny Library Management System; primary training and customer support for LRS and school staff utilizing the cataloging functions in the Destiny Library Management System; management of the Destiny Media Management System, including administration, training, distribution and maintenance of equipment from the Central Equipment Collection; entering, maintaining and providing customer training and support for library e-book and e-audio resources in the Destiny Library System; providing customer training and support on the use of LRS purchased subscription electronic database resources; providing customer training and support on the use of the Destiny Library Management System; and providing customer training and support on the use of Accelerated Reader and Discovery Education Streaming databases/programs. S/he supervises LRS ESP staff who support these functions. S/he provides support to the Director/Learning Resource Services on special projects.

## ESSENTIAL JOB FUNCTIONS

- Serves as the primary systems administrator for the Follett Destiny Media Management System used to enter and circulate a central collection district-wide of LRS purchased audio-visual and electronic equipment. Troubleshoots problems in cooperation with Follett Destiny Library System Administrator and Follett Technical Support.
- Serves as backup systems administrator for the Follett Destiny Library Management System used district-wide to enter and track library resources
- Provides systems administration in the absence of, or in conjunction with, the primary systems administrator
- Works in conjunction with the primary systems administrator, IT, and Follett personnel to troubleshoot and correct Destiny Library Manager problems
- Serves as backup systems administrator for Renaissance Learning Accelerated Reader and Discovery Education Streaming
- Works in conjunction with the primary AR& Discovery systems administrators, IT, and AR/Discovery personnel to troubleshoot and correct AR/Discovery problems
- Catalogs and classifies library, media, textbook, supplemental textbooks, equipment, and e-resources for school-based library and special collections including the LRS and PRC collections
- Utilizes MARC format, AACR2/RDA, DDC, and LCSH to correctly catalog and classify materials
- Records are entered in Destiny Library Manager and Media Manager
- Provides training and support to LRS staff and school-based staff performing title and copy additions, deletions and maintenance in the Follett Destiny Library and Media Manager systems
- Coordinates with library book and media vendors to establish and maintain cataloging and processing specifications for school purchased library materials
- Coordinates and manages the daily distribution and maintenance of equipment housed in the LRS Central Collection with records in the Follett Destiny Media Manager system
- Maintains the district union catalog of library, media, information and technology resources

- Enters and maintains school, PRC and LRS e-book and e-audio book resources from free sources, as well as from vendors, into the Destiny Library Management system
- Provides end user training and support on the use of these resources
- Provides end-user training and support of LRS purchased subscription databases. When possible, integrates or links these databases to other resources
- Works in conjunction with IT and database vendor tech support to troubleshoot and correct problems
- Provides training and support to school-based and instructional staff on using Discovery and Destiny to search for resources by curriculum standards and for use of Destiny to search by AR and Lexile levels
- Communicates regularly with school-based library media staff through phone, e-mail, courier mail, virtual meetings and in person
- Attends and participates in LRS and IT staff meetings.
- Provides telephone, e-mail, in-person, and remote (Atelier and Safari) consultation and training to school-based library staff
- Works with users in implementing and monitoring policies and guidelines/procedures in areas such as selection of library materials and copyright compliance
- Assists and facilitates inter-district resource sharing
- Communicates with Follett, library book and media vendors, Renaissance Learning, Discovery Education, subscription database vendors and D11 Procurement Department to establish district specifications and to troubleshoot and correct problems
- Trains and communicates with LRS staff assisting in library technical services duties, and AR/Discovery Education/and database support
- Works with the Director of Learning Resource Services and other LRS staff to develop LRS and department goals that align with IT/ICSS/D11 goals
- Reads professional literature and participates in professional development activities to maintain a high level of expertise in job related areas
- Communicates with LRS, IT/ICSS and other D11 and non-D11 personnel in support of special projects

#### OTHER DUTIES

- Other duties as assigned

#### KNOWLEDGE, ABILITIES, AND SKILLS

- Demonstrated competence in library classification and cataloging.
- Ability to foster and manage change.
- Demonstrated competence in library management and automation.
- Demonstrated skill in organizational, human relations, oral and written communication skills.
- Ability to work cooperatively with others, individually or in teams.
- Ability to keep abreast of developments in the field.
- Ability to understand and function effectively in a school district environment.
- Demonstrated high tolerance for ambiguity.
- Knowledge of D11 policies and procedures in job related areas.
- Knowledge of all aspects of the Follett Destiny Library, Textbook and Media Manager systems
- Demonstrated competence in developing, coordinating and presenting staff development activities that support technology application and use.

#### QUALIFICATIONS

- Masters Degree in Library Science (MLS) degree
- Two years experience in library media.
- Experience in library management/automation preferred.
- Experience in classification/cataloging preferred.

JOB TITLE

JOB DESCRIPTION

ORGANIZATIONAL RELATIONSHIPS

- Reports to, and is evaluated by, the Director of Learning Resource Services
- Supervises LRS Library Technical Services staff

WORKING CONDITIONS

The work is preformed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary, with periods of physical activity requiring walking, standing, lifting and carrying up to 50 pounds. Require workers to bend, reach, hold, grasp and turn objects; use fingers to operate computer keyboard, identify colors; and feel the shape, size and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 days

Library Technology Educator

**SUMMARY OF FUNCTION:**

Under the direction of the building Principal and the Assistant Superintendent/Chief Information Officer of the Division of Technology Services or designee, the Library Technology Educator (LTE) inspires innovation and creativity with teachers and students to positively impact student learning and achievement. The LTE manages all aspects of their school's library technology program and uses numerous information resources to create next generation learning opportunities in an information and technology rich learning environment for students and staff.

**ESSENTIAL JOB FUNCTIONS:**

Develops and enhances an effective a school library technology program and upholds library and technology policies and procedures consistent with district vision, mission, goals, and Board of Education policies especially IJNC (Resource Centers/Media Centers/School Library), EHC (Educational Technology Resources), IJL (Library Materials Selection, Adoption, and Acquisition), and DID (General Fixed Assets).

- Develops and enhances an effective a school library technology program.
- Serves as site level technology manager and as liaison with Learning Resource Services/Instructional Technology and the Division of Technology Services (including Support Center) and other district divisions.
- Provides a barrier-free learning environment that is an inviting, accessible, and a stimulating place with work-space for individuals and groups for collaborating, researching, listening, reading, using technology, and producing materials to meet learning needs.
- Supervises and maintains all daily functions of the school-based library and technology services.
- Directs the work of library technology support staff (LTTs and/or library assistants).
- Ensures that basic technical assistance and support are provided to students and staff in a timely manner.
- Provides a website or coordinates with the school webmaster to provide an online presence that supports the school's library technology program.
- Provides equitable access to library, research, information resources, and instructional technology for students and staff.
- Provides access to a variety of good books and up-to-date to instructional technology tools that allow for learning at school and outside of school.
- Develops systems/plan for collection development, inventory, repair records, equipment location, resource maintenance, and replacement/upgrade of technology equipment.
- Supports the implementation, utilization, and maintenance of all technology equipment and program components.
- Supports access to instructional resources (including online) as needed.
- May develop and manage library and technology budgets.
- Provides leadership and encourages risk taking to support Next Generation Learning.
- Builds professional relationships with staff and students and facilitates connections.
- Designs and develops professional development for staff focused on informational and instructional technologies.
- Collaborates regularly with instructional staff to teach/co-teach the integration of the skills of instructional technology and information literacy with standards-based learning lessons for students, looks at student work, and analyzes student data to inform instruction.
- Instructs students in the research process to access, evaluate, utilize, and

synthesize information, enhance their writing, publish globally, and share new knowledge.

- Facilitates instruction of students in internet safety including CIPA's required topics of 1) appropriate online behavior, 2) safety and privacy, and 3) cyberbullying.
- Uses clear learning targets and standards in instructional practice along with formative and summative assessments for student learning.
- Utilizes and teaches students and teachers how to access information and resources through the library automation/management system and online research databases.
- Encourages the love of reading for the improvement of student achievement.
- Provides guidance to students and instructional staff on intellectual freedom and intellectual property (including copyright compliance and book/resource challenges).
- Prepares technology including laptops, desktops, tablets, etc. to meet specifications for standardized online assessments as needed multiple times during the school year.
- Participates in district online assessment trainings.
- Provides technical support for testing windows.

**OTHER DUTIES:**

- Performs all other duties/work as required.

**KNOWLEDGES, ABILITIES AND SKILLS:**

- Demonstrated knowledge and competence in all aspects of providing a quality library/instructional technology program and services to faculty, staff and students.
- Demonstrated skills in district curriculum and the utilization of instructional strategies and best practices.
- Ability to foster and manage change.
- Ability to actively promote growth of next generation/personalized learning, information literacy skills, and instructional technology competencies among all students and staff.
- Demonstrated abilities in organizational, human relations, oral and written communications skills.
- Demonstrated technical competencies in school-based hardware and software.

**QUALIFICATIONS:**

- Eligible for Colorado Teaching License.
- Eligible for Colorado School Librarian or Colorado Instructional Technology endorsement preferred.
- Experience in teaching preferred.

**ORGANIZATIONAL RELATIONSHIPS:**

- Reports to the School Principal with program direction from Assistant Superintendent/Chief Information Officer of the Division of Technology Services or designee.
- Directs the work of school-level library technology support staff.

**WORKING CONDITIONS:**

The work is performed in a typical office and school environment.

**PHYSICAL DEMANDS:**

The work is regularly active with mostly walking and standing with periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis. Typical positions require workers to lift and carry up

JOB TITLE

JOB DESCRIPTION

to 50 pounds; climb stairs, ladders, or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; identify colors; detect odors; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS:**

Exempt

**WORK YEAR:**

185 Days (teacher contract days) with additional extra duty days.

**SALARY RANGE:**

As determined by placement on the teacher's salary schedule with compensation for the extended work year. This position is covered by the Master Agreement between the Colorado Springs Education Association and the Colorado Springs School District 11 Board of Education.

Library Technology Facilitator

**SUMMARY OF FUNCTION:**

The Library Technology Educator (LTE) inspires innovation and creativity with teachers and students to positively impact student learning and achievement. LTEs lead instructional technology and library integration within their schools. The LTE manages all aspects of the school's library technology program and integrates numerous resources to create authentic, high quality learning opportunities in an information and technology rich learning environment for students and staff.

**ESSENTIAL JOB FUNCTIONS:**

Develops and enhances the student-centered school library and instructional technology program. Provides a barrier-free learning environment that is an inviting, accessible, and a stimulating place for students, staff and community. Collaborates regularly with instructional staff to teach/co-teach the integration of the skills of instructional technology and information literacy with standards-based learning lessons for students, and analyzes student data to inform instruction. Instructs students in the research process to access, evaluate, utilize, and synthesize information, enhance their writing, publish globally, and share new knowledge. Facilitates instruction of students in internet safety and digital citizenship. Ensures and maintains all daily functions of the school-based library and technology services. Provides professional learning opportunities and leadership with learning platforms and management systems.

**EDUCATOR:**

- Provides leadership and encourages risk taking.
- Builds professional relationships with staff and students.
- Designs and develops professional development for staff focused on informational and instructional technologies.
- Utilizes and teaches students and teachers how to access information through a variety of resources and interactive engagement tools.
- Encourages the love of reading for the improvement of student achievement.
- Provides guidance to students and staff on intellectual freedom and intellectual property.

**LIBRARY and TECHNOLOGY:**

- Serves as site level leader and manager and as liaison for Instructional Technology and Library Services and the Division of Technology Services and other District departments.
- Directs the work of library technology support staff.
- Ensures basic technical assistance and support are provided to students and staff.
- Provides online website/social media presence for the school library technology program. May be school-level webmaster.
- Provides students and staff with barrier-free access to library, research, information, instructional resources and a variety of instructional technology.
- Develops systems/plans for collection development, inventory, repair

records, equipment location, resource maintenance, and replacement/upgrade of technology equipment.

- Supports the development, management and expenditures for library and technology budgets.

**ASSESSMENTS:**

- Prepares technology to meet specifications for online assessments as needed multiple times during the school year.
- Participates in district online assessment trainings.
- Provides technical support for testing windows.

**OTHER DUTIES:**

- Performs all other duties/work as required.

**KNOWLEDGES, ABILITIES AND SKILLS:**

- Demonstrated knowledge and competence of quality library/instructional technology programs and services.
- Demonstrated skills in district curriculum and utilization of best instructional strategies.
- Ability to foster and manage change.
- Ability to actively promote growth personalized learning, information literacy skills, and instructional technology competencies among all students and staff.
- Demonstrated abilities in organizational, human relations, oral and written communications skills.
- Demonstrated technical competencies in school-based hardware and software.

**QUALIFICATIONS:**

- Active Colorado Teaching License.
- Eligible for Instructional Technology Specialist endorsement preferred.
- Experience in teaching preferred.

**ORGANIZATIONAL RELATIONSHIPS:**

- Reports to the School Principal with program direction from Assistant Superintendent/Chief Information Officer of the Division of Technology Services or designee.
- Directs the work of school-level library technology support staff.

**WORKING CONDITIONS:**

The work is performed in a typical office and school environment.

**PHYSICAL DEMANDS:**

The work is regularly active with mostly walking and standing with periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders, or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; identify colors; detect odors; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

**FLSA STATUS:**

Exempt

**WORK YEAR:**

185 Days (teacher contract days) with additional extra duty days.

JOB TITLE

JOB DESCRIPTION

Licensed Plumber

SUMMARY OF FUNCTION

Performs routine and emergency plumbing repairs, installation and maintenance on district facilities.

ESSENTIAL JOB FUNCTIONS

- Performs routine plumbing, repairs and maintenance on district facilities which includes; fixing drains, sinks, stools, urinals and related sewage systems and fixtures
- Fixes water leaks
- Repairs joints, connections and receptacles
- Repairs and replaces parts and fixtures related to steam and hot water heat system
- Fixes line leaks, coil leaks and pipe related problems
- Fixes steam traps and condensation pumps
- Installs, repairs, and inspects gas piping, water heaters, and vents
- Installs and maintains related joints, connections and other devices
- Performs installations and repairs in manner consistent with uniform state and local plumbing codes to insure protection of water system
- Maintains proper care of district equipment and tools
- Repairs interior and exterior sump pumps
- Cooperates with other trades as a team member
- Performs related emergency repairs as needed

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the plumbing trade
- Ability to perform apprentice level plumbing and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High school diploma or equivalent
- State of Colorado Residential Plumbing license required
- Able to obtain backflow and CPO license within one year
- Ability to test for Journeyman Plumbing license within 6 months of obtaining required hours

ORGANIZATIONAL RELATIONSHIPS

Reports to Mechanical Shop Supervisor.

WORKING CONDITIONS

The work is performed at shops and at work sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Literacy Data Assistant

SUMMARY OF FUNCTION

Assist with clerical duties associated with assessment, ILP's, SIP, goal teams, staff development and tutorials

ESSENTIAL JOB FUNCTIONS

- Assists in the organization and dissemination of materials/information for staff development, literacy associated tasks and tutorials
- Alphabetizes and sorts ILP's and information associated with ILP's
- Inputs data for ILP's
- Assists with data display, goal team notebook assembly and upkeep, and data notebook organization
- Answers phone and keeps a phone log

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Proficient typist
- Proficient with Word: can word process, format, merge data, print
- Proficient with Excel: can create a spreadsheet, format lists, sort and merge data, convert data into graphs, format address labels
- Proficient with accessing data from data bases: Alpine Achievement, AssessMart and Zangle
- Proficient at taking notes and converting them to a document, keeping a calendar and date book
- Proficient at using photo copy machine, scanner and printer
- Basic knowledge of Internet and D#11 web site and Intranet
- Able to add, multiply, and use calculator for basic math
- Communicates well with all age groups
- Self-starter
- Has people skills
- Flexible, multi-tasker, literate, problem-solver and takes initiative to learn new skills associated with the job

QUALIFICATIONS

- High School diploma or equivalent
- Minimum of one year clerical experience

ORGANIZATIONAL RELATIONSHIPS

Report to designated administrator

WORKING CONDITIONS

The work is performed in a school office environment

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

**JOB TITLE****JOB DESCRIPTION**

Literacy Resource Teacher

**SUMMARY OF FUNCTIONS**

The primary function of the Literacy Resource Teacher is to work with school staffs to create a balanced literacy program for every student in every classroom and serve as a member of the Division of Instruction Literacy Resource Team.

**ESSENTIAL JOB FUNCTIONS**

- Assists, advise and provide support for teachers and principals in implementing a balanced literacy program for every student and in every classroom
- Serves as a part of the Division of Instruction Literacy Resource Team by delivering ongoing professional training and support at individual school sites
- Provides support to teachers in assessing student literacy development and prescribing effective instructional and intervention strategies to support a balanced literacy program
- Coordinates and implements staff development and related follow-up activities for teachers as well as provide professional support and on-site coaching functions as needed
- Provides staff with the training and materials needed to assess the progress to students, to interpret individual support and class trends, and to use that data to guide instruction
- Supports the development, training and implementation in schools of individual literacy plans for students using the Literacy Management System
- Provides staff with assistance in selecting appropriate literacy materials with follow-up training and support needed to use those materials effectively with students in a balanced literacy approach
- Supports teacher implementation of interdisciplinary, cross-content techniques and the use of materials in support of balanced literacy
- Supports the use of technology in assessing and tracking of student literacy progress and the use of a planning environment for teachers which aligns literacy with standards, benchmarks, assessments, instructional strategies and interventions

**OTHER DUTIES**

- As assigned to support a balanced approach to literacy

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems
- Experience using various teaching strategies/approaches with students of diverse abilities and learning styles
- Ability to assess and diagnose reading strengths/weaknesses and prescribe effective interventions
- Ability to provide training and coaching for teachers in effective reading strategies in all content areas
- A conceptual understanding and successful classroom application of literacy strategies embedded in a standards-based instructional program
- Ability to create and implement a standards-based lesson plan which embeds literacy in an appropriate and effective manner
- Ability to use and integrate technology into the instructional program and daily work tasks
- Strong organization, communication and leadership skills

**QUALIFICATIONS**

- 3-5 years successful elementary or secondary teaching experience
- Master's degree with current Colorado licensure (Literacy /Reading preferred)
- Successful experience teaching literacy

JOB TITLE

JOB DESCRIPTION

•Successful experience in working with adults in the areas of professional training and staff development

ORGANIZATIONAL RELATIONSHIPS

Reports to the Executive Director or designee in partnership with the building principals

WORKING CONDITIONS

- The work is performed in a typical office environment and in schools
- Flexibility in daily work schedule is required
- Some summer training will be required

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Literacy Teacher (21st Century Grant)

**SUMMARY OF FUNCTION**

The function of the Literacy Supervisor (pre-K-5) is to provide leadership in providing resources, professional development, research-based information, and support within a standards-based instructional system in the content area of literacy where social skills (anger management, decision-making, empathy development and expectations in relationships, verbal/non-verbal communication and conflict management) are to be integrated.

**ESSENTIAL JOB FUNCTIONS**

- Meet all grant deadlines and collect and maintain required paperwork
- Maintain consistent contact with supervisors
- Submit lesson plans weekly to site coordinator
- Request needed supplies for the classroom
- Communicate effectively with principals, school staff and administration in implementing a standard based instructional system that supports the day school curriculum while also integrating social skills
- Document student concerns and successes
- Provide support to educational assistants, recreation leader, and social skills leader in assessing student performance (ie.using data from various sources to guide literacy/social skills instruction and to interpret individual student needs)
- Scheduling of visitors and speakers that support standards based curriculum in literacy/social skills
- Implement staff professional development opportunities based on current and effective research, and the use of instructional strategies regarding literacy that align with district goals
- Communicate and implement support for parents and after school staff regarding student concerns and achievement
- Initiate referrals for outside services and interventions
- Support staff by providing select teaching materials and related staff development when asked
- Assist to resolve student/staff issues

**OTHER DUTIES**

Serves as a liaison with businesses and community organizations to foster partnerships (i.e. Children's Literacy Center, Incredible Years, Learning For Life) to enhance literacy and social skills teaching and learning.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of literacy content standards and how social skills can be integrated in to academic subjects
- Ability to provide training and coaching for staff
- Ability to support teachers in their classroom curriculum by implementing standards-based lessons in literacy to promote positive social behavior
- Ability to use various research based teaching strategies with students of diverse abilities and learning styles
- Ability to work effectively with staff to promote consistency

**QUALIFICATIONS**

- Valid Colorado Teacher license (literacy/reading preferred)
- Minimum three to five years elementary teaching experience
- Degree in education or other related field preferred
- Documented knowledge of literacy and language arts and experience with social skills curriculum
- Documented successful instructional leadership experience preferred

**ORGANIZATIONAL RELATIONSHIPS**

The Literacy teacher reports to and is evaluated by the co-directors of the 21st CCLC after school program.

Locksmith

**SUMMARY OF FUNCTION**

Performs all maintenance and repairs on locking systems. Services all safes, vaults, and lockers.

**ESSENTIAL JOB FUNCTIONS**

- Installs, maintains, repairs and re-keys all removable core, key-in-knob, rim, mortise, padlock, deadbolt, lever type and warded type locks as well as panic bars. Sets up and maintains grand master keying system for approximately 60 district sites. Initiates new work orders as noted on maintenance calls.
- Makes keys for and maintains all locks and hardware on doors, desks, file cabinets, closets, fire extinguisher boxes and cabinets.
- Services, repairs and changes combinations on safes and vaults.
- Estimates materials needed for jobs. Contacts vendors to order or pick up materials needed for immediate response to security problem. Assists in maintaining materials inventory.
- Cooperates with other trades as a team member.
- Fabricates obsolete hardware and parts in order to make needed repairs where new material cannot be found to do job correctly.

**OTHER DUTIES**

- Performs related work as required.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Strong knowledge of locksmith trade
- Ability to perform journey level locksmith and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High School Diploma or equivalent
- Four years of locksmith experience
- Valid Colorado driver's license with good driving record

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Construction Shop Supervisor

**WORKING CONDITIONS**

- The work is performed in a shop and on job sites.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors

**FLSA STATUS**

Nonexempt

JOB TITLE

JOB DESCRIPTION

Locksmith Journeyman

SUMMARY OF FUNCTION

Performs all maintenance and repairs on District locking systems and electronic access systems. Services all District safes and vaults.

ESSENTIAL JOB FUNCTIONS

- Supervises and manages all lock shop functions
- Creates daily work schedule for the lock shop
- Implements and performs new preventative maintenance program
- Gathers all necessary information about all district hardware (locks, doors, and related door hardware for approximately 60 plus sites
- Updates of all aging district keying systems, i.e., implementation of new keying system
- Includes meeting with principals, building managers and related staff to meet the needs of the school and health and safety of students/staff
- Makes visual inspection of school/facility to be updated, order all required materials; pin and install all cylinders/new hardware; cut, assign and deliver all keys
- Maintains key control system for entire district
- Maintains, repairs and re-keys all removable core, key-in-knob, rim, mortise, padlock, deadbolt, lever type and warded type locks as well as panic bar and rated and non-rated fire exit devices
- Meets with project managers for district projects to set up and create door hardware schedules
- Makes keys for all locks, desks, file cabinets, closets, fire extinguishers and cabinets
- Services, repairs, changes combinations and issues new combinations for safes at all district sites
- Oversees contractor work for district projects
- Responds to immediate physical security problems
- Maintains material inventory
- Contacts vendors for needed materials
- Fabricates obsolete hardware and parts in order to make necessary repairs
- Cooperates with other trades as a team member

OTHER DUTIES

- Performs related work including repairs, maintenance and installation of doors and door frames, locks, and related door hardware as needed

KNOWLEDGE, ABILITIES AND SKILLS

- Strong knowledge of locksmith trade
- Ability to perform journey level locksmith and related work
- Ability to communicate effectively with others
- Skill in using tools, equipment and materials of the trade
- Working knowledge of computer and working with spreadsheets

QUALIFICATIONS

- High School diploma or equivalent
- Certification from either ALOA (Associated Locksmith of America) or Foley-Belsaw Institute
- Four years of locksmith experience
- Valid Colorado driver's license with good driving record (yearly motor vehicle records will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

Reports to Construction Shop Supervisor

WORKING CONDITIONS

The work is performed in a shop and on job sites in all types of weather

JOB TITLE

JOB DESCRIPTION

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Lunch Room Aide

**SUMMARY OF FUNCTION**

This is an important part-time position involving the responsibility for ensuring that students have a safe, orderly and supportive environment in which to eat their meals. Responsibilities include monitoring student behavior during meal service, and assisting with the cleanliness of the cafeteria, recycling, and the flow of meal service. Work is performed under the general supervision of the Principal with consultation from the Food and Nutrition Services Department.

**ESSENTIAL JOB FUNCTIONS**

- Lead students in an orderly fashion to and from the lunchroom as needed
- Assist students with lining up to receive their lunches
- Help students open items on their trays or in their lunch bag/box
- Enforce lunchroom rules
- Keep students on task in the lunchroom by enforcing rules, disciplining students as needed, maintaining a safe and orderly lunchroom environment and encouraging them to eat their meals
- Dismiss students from the lunchroom
- Wipe down tables after meals
- Assist with organizing and implementing indoor activities for students during inclement weather
- Monitor student behavior and maintain communications with the Principal as required
- Understand and follow the District's policies and procedures regarding supervision, discipline and other relevant matters
- Establish and maintain positive interpersonal relations skills as applied to contacts with parents and District staff
- Is self-directed, and works without direct supervision
- Is dependable in reporting to work

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to communicate effectively both orally and in writing
- Ability to work cooperatively with others
- Ability to interact positively with students, parents, and personnel
- Ability to successfully work with and serve a diverse local community
- Ability to identify and resolve safety and disciplinary issues
- Ability to maintain alertness and concentration

**QUALIFICATIONS**

- High School diploma or equivalent required
- Experience working with elementary students in a school environment preferred

**ORGANIZATIONAL RELATIONSHIP**

Reports to Principal or Supervisor

**WORKING CONDITIONS**

While the work is typically performed indoors, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical

JOB TITLE

JOB DESCRIPTION

positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

MIS Support Specialist

SUMMARY OF FUNCTION

Provides systems training and related support and assistance to district computer users. Prepares user documentation, training materials and assists in training. Responds to user inquiries as needed.

ESSENTIAL JOB FUNCTIONS

- Prepares materials and documentation to provide support to district computer system users and suggests modifications to user manual
- Responds to user questions and inquiries
- Assists and trains users in system related questions, operation and problems.
- Directs inquiries to appropriate system experts needed
- Reviews student system training materials, suggest modification where applicable
- Conducts user acceptance test for new student systems, screen changes and menu structures
- Suggests methods for maintaining quality of user systems
- Provides telephone support to and interacts directly with school administrative staff to help when problems occur. Tasks including assessing nature and extent of issues, and determining the level of technical/functional expertise required for resolution
- Supports the maintenance of student and financial data files (i.e. update tables, codes, screens, menus, etc.)

OTHER DUTIES

- Performs other related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of computer operations as applied to the preparation of program and system documentation, training materials and related areas
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Ability to operate keyboard devices at moderate speed
- Ability to provide user assistance within areas of capability
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

QUALIFICATIONS

- High School diploma or equivalent.
- Two years of experience with computer systems

ORGANIZATIONAL RELATIONSHIPS

Reports to the Support Supervisor

WORKING CONDITIONS

The work is performed in a typical office environment

PHYSICAL DEMANDS

This work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing

FLSA STATUS

Nonexempt

MTSS Specialist

**SUMMARY OF FUNCTION**

The Multi-Tiered System of Support (MTSS) Specialist works to ensure implementation integrity (fidelity) of evidence-based practices and development of local implementation capacity. The MTSS Specialist provides support on implementation of evidence-based practices at the District/School Leadership Team levels. This specialist works under the supervision of the Assistant Superintendent of Instruction, Curriculum and Student Services (ICSS).

**ESSENTIAL JOB FUNCTIONS**

- Attention to improvement across the district through a focus on a wide variety of data and feedback.
- Demonstrate effective interpersonal communication skills that build trust and relationships among all stakeholders to support implementation and use of Multi-Tiered System of Support/Response to Intervention/Positive Behavioral Interventions & Support (MTSS/RtI/PBIS) and the problem-solving process with fidelity
- Communicate monthly, in person or via technology, with the leadership team and/or coordinator at the district and school levels
- Use multiple types of and sources of data to accurately inform problem-solving efforts at either the organizational or student levels
- Encourage skillful use of data to inform decision making
- Celebrate progress toward goals with district and schools
- Communicate monthly with the principal, when working in the school, to ensure that implementation activities are coordinated
- Collaborate with all Facilitators (especially core content areas, GT, ELL, and Special Education personnel in ICSS)
- Collaborate with the District's K-5 Teaching and Learning Coaches and Elementary Content TOSAs
- Collaborate with the MTSS/RtI/PBIS district lead at the elementary level
- Support the development of the USIPs and the UDIP and support the realization of goals in those plans
- Provide Professional Development (workshops and job-embedded coaching) to District personnel regarding the three-tiered model of service delivery, problem-solving processes, and evidence-based instructional practices in academic content areas in positive behavior management
- Facilitate team-based collaborative problem-solving processes
- Support school leadership teams and build staff capacity in sustaining MTSS/RtI/PBIS independently and effectively
- Provide technical assistance
- Assess the impact of coaching activities and supports on student and staff performance

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Experience-base in district-level or school-level RtI
- Leadership/facilitation at the secondary level (grades 6-12)
- Proven track record as a successful collaborator
- Familiarity with Colorado's Multi-Tiered System of Support (MTSS)
- Successful experience as an instructional coach
- Successful background/experience as a professional developer
- Experience with district's data warehouse system (Alpine)
- Experience with Excel (ideally with knowledge about pivot tables)

JOB TITLE

JOB DESCRIPTION

**QUALIFICATIONS**

- Master’s degree in education and experience in the implementation of evidence based practices
- Expertise in state and local assessment systems, including but not limited to data analysis, report interpretation, and use of data in implementing evidence based practices
- Effective skills in facilitation and communication (oral and written)
- Ability to work with representative leadership teams
- Familiarity with state and federal accountability standards
- At least five (5) years’ experience in public and/or private school or a related field.
- Experience-base in district-level or school-level RtI leadership/facilitation at the secondary level (grades 6-12)

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Assistant Superintendent of Instruction, Curriculum and Student Services

**WORKING CONDITIONS**

- The work is performed in a school classroom (environment)

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

Magnet Program (GMP) Coordinator

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible citizens. This position serves as an educational advocate and facilitator of programming and instructional services for formally identified Gifted and Talented (GT) students through student, parent, and teacher contacts. Progress will be enhanced by meeting the following goal areas of the program: promote high academic achievement for each student; facilitate meaningful and challenging learning experiences that address the unique needs of each building's gifted population; address unique social and emotional needs; support future planning and provide opportunities for sustained, creative learning.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional goals and objectives
- Facilitates collaboration and development of integrated, interdisciplinary instruction and projects
- Coordinates guest speakers and organizes field trips to enhance curriculum
- Facilitates quarterly project selection, project nights for parents, and competitions for students
- Provides professional learning opportunities for the Gifted Magnet Program (GMP) Instructional Model
- Supports vertical and horizontal articulation of GMP staff
- Provides academic and social emotional support for gifted students
- Collaborates with teachers to provide differentiated curriculum to meet advanced proficiency levels or to exceed standards
- Serves as a resource in the school's academic infrastructure sharing information about the unique needs, both academic and social-emotional, of GT students; e.g., via staff development
- Ensures that curriculum for GT students is aligned with state standards and is focused on student data and achievement
- Monitors student progress by analyzing ability and achievement data and formative assessment results
- Offers additional assessments to add to students' gifted identification (e.g. CogAT, ITBS, KBIT, TOMAGs)
  - Identifies GT students within the school and acts as a liaison between the school and the district GT department
- Coordinates the implementation, monitoring and record keeping of Advanced Learning Plans, and participates in the Multi-tiered System of Supports (MTSS) process as it addresses the needs of GT students.
- Proactively communicates with families regarding upcoming events, student progress, and informational meetings.

- Reviews and evaluates GMP applications with the GMP Review Team

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of best practices in gifted education
- Knowledge of differentiating curriculum to meet the needs of gifted students
- Knowledge of administering assessments that identify gifted children
- Knowledge of social/emotional needs of gifted children
- Ability to analyze and use data to make appropriate placement decisions
- Ability to communicate effectively with students, parents, and community groups

**QUALIFICATIONS**

- Gifted Education state endorsement preferred or taking classes to obtain the endorsement
- Appropriate State (CDE) licensure

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Principal
- Attends Gifted and Talented Department meetings for professional development

**WORKING CONDITIONS**

The work is often performed in one or more schools.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp, and turn objects; use fingers to operate computer or typewriter keyboards; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Non-exempt or Exempt

**WORK YEAR**

185 Day Contract

JOB TITLE

JOB DESCRIPTION

Mail Room Attendant

SUMMARY OF FUNCTION

To receive, process and distribute incoming and outgoing mail, assume responsibility for daily operations of the mail room, to maintain records on the mail room operation and to perform related duties as requested.

ESSENTIAL JOB FUNCTIONS

- Receives and sorts U.S. Mail, inter-District mail and other mail to and from District sites
- Sorts mail and package mail for distribution to the District's schools
- Meters, sorts and bundles all outgoing US. Mail originating from Central Administration complex
- Responsible for daily operation of the mail room
- Receives and resolve complaints regarding mail handling
- Delivers and pick up mail for specified office in the Administration building
- Assist users of bulk mail in the proper documentation and packaging of mailings to meet the regulations of the U.S. postal service; monitor and account for school site and department expenditures regarding bulk mail
- Monitors the District account balances with the U.S. Postal Service for bulk mail and the District's centralized postage meter and initiate requests for funds to be drawn for these purposes as needed
- General office assistance to the Procurement Department as time and workload allows
- Supervise student workers assigned to the mail room

OTHER DUTIES

- Performs related work as required.

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines
- Ability to perform large volume mail duties
- Ability to supervise student workers
- Ability to perform general office clerical work
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent

ORGANIZATIONAL RELATIONSHIPS

Reports to appropriate department head.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

Manager - Worker's Compensation Program

### **SUMMARY OF FUNCTION**

Responsible for the day-to-day management of the District's self-insured Worker's Compensation Program, property, vehicle and other insured programs administered within the risk management program within the Risk Related Activities Department. Responsible for the supervision of the workers' compensation and property claims adjusters, and claim management coordination with the General and Professional Liability Adjuster.

### **ESSENTIAL JOB FUNCTIONS**

- \* Manages the day-to-day operations of the risk management and insurance programs using discretion, confidentiality and sound judgment to accomplish the goals and objectives of the District.
- \* Manage and supervise all aspects of property, casualty, and workers' compensation claim administration. Evaluate the District's liability and authorize monetary payment within prescribed authorization level.
- \* Review current insurance related statutes, regulations and rulings and analyze the impact on the District.
- \* Supervises the claim management, investigating and claim adjusting of worker's compensation, property and vehicle claims.
- \* Ensures that all files, documents and associated materials are prepared, maintained, and secured in accordance with department and District requirements.
- \* Initiate and facilitate claim review panels as required by District policy.
- \* Administers the placement of insurance coverage for the District, initiates and coordinates policy renewals and payment of premiums.
- \* Monitors the service provided by agents, brokers, insurers and insurance pools.
- \* Determine appropriate use of and coordination with legal counsel.
- \* Prepares and/or manages the preparation of required reports and analysis.
- \* Assists in the development of the annual and mid-year risk related activities department budget, with primary focus on the risk management and insurance programs.
- \* Develops and communicates to appropriate budget managers the results of the annual risk management and insurance assessment and chargeback program.
- \* Manages the District Post Offer Pre-Placement program.
- \* Serve on various District and external committees and/or task forces.
- \* Develop and present appropriate training and orientation materials to multiple employee groups, departments, or locations.

### **OTHER DUTIES**

Performs related work and special projects as required.

### **KNOWLEDGE, ABILITIES, AND SKILLS**

- \* Be a team player and assist in maintaining a professional and effective work environment.
- \* Excellent communication and organizational skills.
- \* Working knowledge of Colorado workers' compensation statutes and procedures for self-insured employers.
- \* Policy and coverage requirements for other self-insured and/or insured programs.
- \* Working computer knowledge to include Microsoft and RMIS applications.
- \* Excellent analytical, mathematical and decision making skills.

### **QUALIFICATIONS**

\* Bachelor's degree and training and/or experience in areas related to administering a risk management program, workers' compensation program, or other insurance related programs, preferably within a self-insured work

JOB TITLE

JOB DESCRIPTION

environment.

\* An equivalent combination of related education and experience may be considered.

\* Five or more years of progressively responsible experience as a claims professional.

\* Supervisory experience.

\* An Associate in Risk Management certification (ARM) is highly desirable.

\* A valid Colorado Driver's License.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Director of Risk Related Activities.

**WORKING CONDITIONS**

The work is performed primarily in an office environment. May require travel to other District locations, accident scenes, or other emergency response situations.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

**JOB TITLE****JOB DESCRIPTION**

Manager Communications-Network Services

**SUMMARY OF FUNCTIONS**

Under the direction of the Chief Information Officer, the Manager of Communication and Network Services administers and manages Communications and Network Services. Coordinates communication and network staff development activities in partnership with the other Information Technology department heads and Principals. Coordinates outsource services for communication and network services within establishes procedures. Responsible for the District phone system. Responsible for the design, recommendation, installation, setup, testing, monitoring, troubleshooting, and maintenance of the Districts voice/video/data communications and network systems including file servers, Internet servers, routers, multiplexors, PBX, and voice/video/data communication lines in a MAN/LAN environment. Responsible for the technical aspects of Internet/Internet access for the District. Responsible for coordinating District E-Mail access including parent/student communication services.

**ESSENTIAL JOB FUNCTIONS**

- Responsible for the performance of Communication/Network Services; including design, installation, setup, testing monitoring, troubleshooting, and maintenance of the Districts voice, video, data communications, and Internet LAN/WAN network systems, and District phone system
- Implements departmental objectives to ensure support and alignment with division, District, and Strategic Plan goals
- Performs supervisory responsibilities over Communication and Network Services staff
- Oversees and coordinates with district personnel on voice, video, data and Internet networking solutions along with providing assistance for acquisition of hardware and software to meet district, department, and user needs
- Conducts, plans, and organizes staff development programs needed to provide information on new systems and/or hardware and software issues
- Develops and monitors budget for maintenance, supplies, materials, ad hardware for voice, video, and data systems and other department needs. Sets spending priorities and monitors related expenditures
- Designs, implements, and monitors security procedures for voice, video, data communications hardware, networks, Internet systems, PC systems, and associated data
- Keeps informed of, maintains outside contacts for, and disseminates information on developments and changes in the voice, video, data communications and network technology fields
- Creates, updates, and disseminates departmental documentation and user guides as needed
- Coordinates the cost-effective use of outsource services in support of the District technology plan
- Supports the ad hoc reporting requests through use of SQL and 4GL reporting tools

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrated competencies in the design, installation, maintenance, and support of MAN/LAN systems,
- Internet systems, routing and bridging technologies, varied cabling solutions, and voice/video/data systems
- Demonstrated knowledge and/or certification in Man/LAN, voice and video networking
- Demonstrated competencies in the design, installation, maintenance, and support for telephone system

JOB TITLE

JOB DESCRIPTION

- Demonstrated management/supervisory skills
- Ability to perform sound system analysis and take, or recommend, appropriate actions regarding voice/video/data matters
- Ability to work cooperatively with others, individually, in teams, in committees, and in work groups
- Ability foster and manage change, and actively promote growth of technology competencies among all staff
- Demonstrated oral and written communication skills
- Demonstrated skills in articulating a comprehensive communications and networking vision to various education and community constituencies

QUALIFICATIONS

- Bachelor's degree in Computer Science, telecommunications, network management, and/or directly related field
- Understanding a wide variety of WAN/LAN/PC operating systems and protocols including MS-DOS,
- Windows, NT, MAC O/S, Unix, TCP/IP, and DEC LAT
- Five (5) years experience in LAN/WAN networking, voice, video, and various related technologies
- Four (4) years of progressively responsible experience in managing networks, telecommunications, and related activities of a large computer installation
- Valid Colorado drivers license with good driving record

ORGANIZATIONAL RELATIONSHIPS

- Reports to and is evaluated by the Chief Information Officer
- Evaluates subordinates

WORKING CONDITIONS

The work is performed in a typical office environment

PHYSICAL DEMANDS

The work is partly sedentary with period of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs; bend; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

FLSA STATUS

Exempt

Manager Safety and Loss Prevention

**SUMMARY OF FUNCTION**

Responsible for the District-wide safety program to eliminate or reduce the risk of injury to students, employees, volunteers and other persons; and/or damage to their property or District property. Responsible for District compliance with all applicable state and federal health and safety laws and regulations.

**ESSENTIAL JOB FUNCTIONS**

- Initiates activities to accomplish daily operations using discretion, confidentiality and good judgment to assist and support the mission of the Risk Management Office
- Develops and ensures successful implementation of the Board of Education "Safety Policy" and monitors compliance with approved policies and procedures, Management Directives, and District Safety Standards
- Coordinate and manage employee safety and loss prevention training programs to include First Aid/ CPR/ AED
- Manage the Automated External Defibrillator (AED) program to include compliance with District, state and federal requirements
- Develop and communicate measurable criteria on which results of safety activities and performance can be measured, reported and evaluated
- Serves as a liaison to other entities including other school districts to increase awareness of safety related issues and Emergency Preparedness and Response Planning
- Provides guidance in the handling, use storage, record keeping and the disposal of cleaning supplies and solvents, chemicals, hazardous wastes and with asbestos removal or abatement projects
- Administer the Crossing Guard/Pedestrian Safety program in accordance with the formal agreement with the City of Colorado Springs, and prepare and monitor the program budget
- Coordinate with City of Colorado Springs traffic engineering to ensure pedestrian and traffic safety
- Manage the Fire and Life Safety Program to include coordination with the Colorado Springs Fire Department for life safety and fire prevention inspections of District schools and buildings, and provide compliance oversight in accordance with local and state adopted fire and life safety codes
- Perform site safety audits and incident investigation in coordination and collaboration with all level of District leadership
- Develops and implements safety and loss prevention programs and standards
- Provides leadership and direction as Chairperson to the District Safety Advisory Committee and convenes and facilitates an Accident Review Panel to review and debrief serious accidents

• **OTHER DUTIES**

- Performs related work as required

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• **QUALIFICATIONS**

- Bachelor's degree and equivalent training and/or experience in related areas with major course work in safety, engineering, architecture or a related field
- Certified Safety Professional (C.S.P.) designation, OSHA 40 hour Hazardous Waste Training Certificate and significant course work towards other safety and/or insurance industry or business designations and knowledge of Safety Data Sheets (SDS); Emergency Response Training; Environmental Health and Safety Training and Issues; Occupational Safety and Health Act (OSHA) and NIOSH, EPA and other Federal, State and Local safety and health laws and regulations
- Progressively responsible experience as a safety professional in a multi-location operation similar to the District including at least 5 years in a

JOB TITLE

JOB DESCRIPTION

supervisory position

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- **KNOWLEDGE, ABILITIES AND SKILLS**
- Experience in developing and monitoring budgets
- Understanding of legal issues related to government immunity
- Strong analytical and mathematical skills
- Excellent skills in verbal and written communication; interpersonal relations; and with multi-media presentations
- Demonstrated good judgment working with ambiguous and complex information
- Demonstrated skills as a self-starter and team player
- Demonstrated results in developing and implementing effective safety and loss control programs to reduce injuries, losses and overall costs
- Experience using database software, data analysis, storage retrieval, and some knowledge of programming concepts
- Strong skills prioritizing, organizing, implementing and managing related programs effectively
- Ability to handle confidential and sensitive material
- Possession of a valid Colorado drivers' license and insurable

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Director of Risk Related Activities.

**WORKING CONDITIONS**

The work is performed in a typical office environment with periods of time at work sites and accident scenes.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Manager, Media Production

### Summary of Function

Under the direction of the Executive Director of Engagement and in collaboration with the Marketing Director, the Media Production Manager is responsible for managing the media production team and facilities to create high-quality content that aligns with the district's strategic priorities, including student achievement, enrollment, and engagement. The role oversees the operation and maintenance of all media production systems and equipment, ensures compliance with district policies, and produces engaging media content for a variety of platforms, including the shared HD channel on Comcast, social media, district websites, and YouTube. The Manager is accountable for producing measurable results through data-driven media production and fostering positive relationships with community stakeholders.

### Essential Job Functions

- **Supervises the operation, design, and maintenance** of the systems and equipment needed to run the production facilities. These facilities include the consortium's HD channel on Comcast, television studio, control room, boardroom presentation station, boardroom remote camera system, remote production truck, non-linear video editing SAN, multi-format dubbing, satellite downlink sites, and the school's bi-directional video systems.
- **Oversees the 24/7 programming** on the shared HD channel on Comcast, coordinating with the consortium, administration, schools, and community groups. District 11 is the top contributor to programming content.
- **Manages Media Production Services budgets**, including operating costs, supplies, temporary production staff, contracted help, and equipment purchases. Also oversees the grant account provided by the SCETC for television production-related expenses.
- **Directly supervises and evaluates three Media Production Services Staff**, including the Multi-Media/Special Video Editor, Coordinator Television Remote Production, and Broadcast Announcer.
- **Supervises live productions of Board of Education meetings**, which are hosted live on the district's website and later edited for publication on the Board of Education website and YouTube.
- **Oversees script development** for various "in-house" and "on-site" video and audio productions, assisting with writing, approving, and performing production duties such as directing, lighting, camera operation, audio, set building, talent direction, and editing.
- **Collaborates with the Media Production team and Marketing Coordinator** to coordinate, approve, and schedule video and audio productions, including time, place, talent, crew, and any additional equipment needs.
- **Assigns production requests to appropriate staff**, supervises, and approves all graphics and artwork, ensuring completion of all tasks.
- **Selects and approves music and sound effects**, ensuring compliance with copyright laws.
- **Supervises media duplication services**, ensuring compliance with copyright laws.
- **Collaborates with community members and district staff** to increase awareness of the district's mission and accomplishments, working to provide quality media on district communication and marketing platforms.
- **Performs other related media production duties as assigned.**

### Additional Responsibilities

- **Produces media content that aligns with district priorities**, such as achievement, enrollment, and engagement, working closely with the Executive Director of Engagement and Marketing Director.
- **Tracks and reports on performance metrics** for media campaigns, ensuring accountability for measurable outcomes.
- **Stays up-to-date with media technologies** and ensures their application in video, audio, and social media content production.

## JOB TITLE

## JOB DESCRIPTION

- **Serves as a representative** for interactions with community members and district staff, providing training and consulting services to principals, school-based video production staff, teachers, and students.

- **Implements and monitors district policies and procedures** with appropriate security controls.

- **Collaborates with external entities**, including other school districts, academic institutions, libraries, and television stations, to facilitate media production.

**Qualifications**

- Bachelor's Degree in Media Production, Communications, or a related field.

- Experience in media production, including video, audio, and social media content creation.

- Strong understanding of current media technologies and tools.

- Experience managing media projects, supervising staff, and reporting performance metrics.

- Strong organizational, communication, and leadership skills.

- Valid Colorado driver's license and a safe driving record.

**Organizational Relationships**

- Reports to and is evaluated by the Executive Director of Engagement.

- Collaborates with the Marketing Director and other district personnel on media production and communication efforts.

**Working Conditions**

The work will be performed in various environments depending on the location and activity of the events being covered. The work will be performed according to the schedule demanded by the activity being produced. Work may also be performed in studio and control room environment.

**Physical Demands**

The work is active with the ability to walk, crawl, stand, and sit. The work requires the ability to bend, reach, hold, grasp and turn objects; use fingers to operate computers, cameras and other equipment; identify colors; detect odors, and feel the shape, size, and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing. The work requires the ability to lift and carry objects up to 75 pounds. Must be able to climb ladder for both studio and remote truck operations and sometimes work in an elevated position.

**FLSA STATUS**

Exempt

Manager, Production Printing

**SUMMARY OF FUNCTION**

Provide leadership and guidance to the Production Printing department's team; mentor, coach, enhance, and lead a workforce that produces high quality products and services to district staff, students, and external customers; provide leadership and management of department resources, to include financial and human resources geared toward cutting-edge technology and cost-effective infrastructure.

**ESSENTIAL JOB FUNCTIONS**

- Facilitate development, implementation and monitoring of business plan for Production Printing
- Manage the budget by increasing revenue and controlling costs, reviewing financial statements and tracking operating expenses
- Establish a safe work environment for employees by providing necessary training, related safety equipment, and maintaining on-going communications with employees
- Provide vision, leadership, coaching and counseling to the Production Printing department
- Facilitate identification, testing, implementation, and evaluation of new technology and industry best practices
- Coordinate the effective identification, assignments, direction, evaluation, development, re-mediation and termination of human resources
- Coach team in development, implementation and evaluation of strategic and continuous improvement plans for the Production Printing Department
- Facilitate development of equipment priority schedules and submittal of purchase requests for Production Printing Department
- Facilitate design and implementation of decisions, policies, procedures and systems that comply with federal, State, Local and Board laws or directives for MSDS, OSHA and Fire Department regulations
- Foster effective internal and external communication, education, and customer service for Production Printing value and capabilities
- Coach leadership team in effective allocation and use of department physical and material resources
- Facilitate professional growth and development of the Production Printing department staff
- Facilitate development of technical specification and requisitions for purchase of capital equipment, small equipment, and expendable items for the Production Printing Department
- Coordinate, facilitate and/or serve on committees as needed
- Develop statistical and financial reports and action plans
- Collaboratively develop vision, mission, goals and appropriate measures to guide, promote and monitor the financial health of the department
- Assure adherence to district policies and procedures
- Evaluate team members and recommends appropriate staffing levels to maintain optimum efficiency
- Provide cost benefit and other financial analysis to support decision-making processes

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**OTHER DUTIES**

- Act as Contracting Officer's Technical Representative for various vendor and service contracts
- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

JOB TITLE

JOB DESCRIPTION

- Basic accounting and microcomputer skills
- Advanced skills in personnel management, budget development, conflict resolution, organizational and planning, report writing, information analysis, strategic planning, marketing
- Able to provide reports to Chief Financial Officer
- Ability to organize, assign, direct and inspect work of subordinates and exercise good judgment in evaluating situations and making decisions
- Possess ability to speak before large and small groups and organizations
- Familiar with electronic MIS and web-based software systems
- Knowledge of operation and specifications of production equipment
- Ability to keep abreast of relevant industry development, cost-saving and cutting-edge technology and processes
- Continuous Improvement tools
- 
- **QUALIFICATIONS**
- Bachelor's degree in Business Administration, or equivalent educational experience with academic major in operational management, business, or a related field.
- Five years' experience in all phases of production print shop operations with a minimum of three years of supervisory experience
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- **ORGANIZATIONAL RELATIONSHIPS**
- Reports to the Deputy Superintendent/Chief Financial Officer.
- 
- **WORKING CONDITIONS**
- Work is performed in an area that is adequately lighted and ventilated.
- 
- **PHYSICAL DEMANDS**
- Specific physical characteristics and abilities are required to perform the work, such as above-average agility and dexterity; and long period of walking, standing, bending or carrying moderately heavy items.

**FLSA STATUS**

Exempt

**Work Days**

260

Manager, Student Information Systems

### **SUMMARY OF FUNCTION**

Supervises, coordinates, and evaluates the student information system (SIS) services area support personnel. Evaluates user requirements, customer needs, and processes for the SIS. Assists in the decision process of application acquisitions for the district for SIS and related systems that are part of the broader School Management System (SMS). Makes recommendations regarding the improvement and enhancement of the SIS, policies, procedures, and integration with the SMS. Assists in the development, supervision, and implementation of in-house training.

### **ESSENTIAL JOB FUNCTIONS**

- Provides supervision to the SIS support services staff
- Monitors and evaluates the effectiveness of the SIS support services group
- Manages the SIS system for the district
- Serves as the SIS liaison with the system vendor
- Develops, implements, monitors, and documents student-level processes and procedures in accordance with federal, state, and district policies
- Analyzes user input, prioritizes user requirements, and makes recommendations as to procedural and application enhancements
- Evaluates impact of software modifications and enhancements on current systems and user requirements
- Analyzes and evaluates SIS needs and coordinates with programmers for solutions
- Supports system users by analyzing and troubleshooting SIS software issues, determines solutions, and initiates needed corrective procedures; communicates with appropriate staff regarding changes
- Develops training materials and conducts information systems training programs to ensure effective and efficient use of applications
- Serves as a resource to campus and district personnel to facilitate effective and efficient dissemination of student information
- Provides leadership and consulting support for the integration the district's SMS
- Makes suggestions and evaluates application acquisitions for the district's SIS, SMS, and instructional systems

### **OTHER DUTIES**

- Performs related work as required

### **KNOWLEDGE, SKILLS, AND ABILITIES**

- Ability to supervise and facilitate development of technical and support staff
- Knowledge of SIS, SMS, and instructional applications
- Ability to provide technical and related support for applications
- Ability to direct the development and acquisition of applications
- Ability to document issues, problems, solutions, and to create and deliver training

### **QUALIFICATIONS**

- Bachelor's Degree in Information Systems or related field, and/or equivalent work experience
- Experience in analyzing information systems and related user needs
- Experience in requirements definition and front-end design of various

JOB TITLE

JOB DESCRIPTION

applications

- Experience in support and training with enterprise information systems
- Experience in the development and management of service-oriented personnel

**WORKING CONDITIONS**

The work is performed in a typical office environment

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director Application Development and Support

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Marketing Coordinator

**SUMMARY OF FUNCTION**

This position is responsible to conduct market research, create and implement marketing plans, implement a successful brand ambassador program, and track objective outcomes to ensure the District is meeting marketing goals. In addition,

main responsibilities include conducting market research, producing promotional materials, analyzing data, measuring successful outcomes, interpreting consumer behavior, designing innovative campaigns that capture the attention of perspective families, and suggesting creative ways to increase and improve brand awareness and perception, and ensuring our district's marketing efforts help increase enrollment and achieve immediate and long-term marketing goals.

**ESSENTIAL JOB FUNCTIONS**

- Supports the efforts of the communications and community relations office by developing strategic marketing plans for the District and schools.
- Support the District's marketing initiatives with the planning, executing, and tracking of marketing programs such as email, event, social media, and/or content marketing.
- Conducts market research to analyze competitive landscapes, market trends, and customer behavior and prepares reports by collecting, summarizing, and analyzing data.
- Aligns with the District 11 brand to create, proofread, and edit copy for various marketing channels, ensuring consistent D11 brand voice.
- Acts as a trusted advisor who develops strategies and manages the development of proposals, presentations, collateral materials, and other marketing-related activities.
- Supports Chief Communications Officer and communications department by establishing and evaluating marketing strategies, analyzing and assembling trends and forecasts, updating marketing calendars, and organizing the planning of promotional events.
- Provides marketing campaign deliverables, objectives, and timelines to the communications team while providing instructions for promotional use.
- Evaluate and monitor campaign performance on an ongoing basis by analyzing key metrics and creating comprehensive reports for district leadership and the Board of Education.
- Assist the Communications office by managing relationships with external vendors to ensure high-quality and timely execution of marketing programs, and to ensure competitiveness.
- Researches, plans, and implements all facets of social media boosted posts.
- Establishes deep understanding of the competitive school landscape in El Paso County and seeks opportunities for greater district involvement in the community.
- Explores and keeps up to date on new and innovative ways to market D11 schools and district.
- Prepares and presents district-wide marketing training for staff.

**OTHER DUTIES**

Performs other related duties, as assigned, to ensure the efficient and effective functioning of the Office of Communications and Community Relations.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to skillfully navigate various marketing platforms, channels, and best practices, including social, digital, content, and email marketing
- Strong analytical skills to analyze metrics and create reports.

JOB TITLE

JOB DESCRIPTION

- High level of creativity.
- Work independently at a consistently high level of performance.
- Strong organizational and project management skills, as well as attention to detail.
- Excellent written and verbal communication skills, as well as outstanding copywriting and proofreading skills.
- Foster and manage changes and actively promote the growth of the organization
- Strong presentation skills
- Possess a professional manner and appearance
- Demonstrate skills in organization, customer service, conflict management, and oral and written communication
- Ability to manage multiple projects at one time
- Ability to prepare reports and maintain accurate data
- Ability to work with a significantly diverse groups of individuals

**QUALIFICATIONS**

- Bachelor's degree in business administration, marketing, communications, or other related fields; may substitute experience for degree.
- Proven work experience of 1-3 years in marketing, preferably in the public education field.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Chief Communications Officer

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Master Gardener

SUMMARY OF FUNCTION

Performs all manner of gardening preparation, maintenance and harvest using appropriate methods and equipment.

ESSENTIAL JOB FUNCTIONS

- Performs all tasks related to care of vegetable gardens including cultivation, watering, fertilization, weed control and care and promotion of seeded areas
- Performs all tasks related to growing garden vegetables in arid, high elevation environments
- Performs all tasks related to growing vegetables in an unheated greenhouse
- Under supervision of a certified teacher, instructs students in the tasks related to successful vegetable gardening
- Collaborates with teaching staff in the design and implementation of lessons relating to gardening

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of gardening and related work
- Knowledge of seed starting; season extending; soil building; composting; crop rotation; succession planting; and pest/disease control
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent

ORGANIZATIONAL RELATIONSHIPS

Reports to school principal

WORKING CONDITIONS

The work is performed in an unheated greenhouse and in a school building

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 75 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS: Nonexempt

JOB TITLE

JOB DESCRIPTION

Master Plumber

SUMMARY OF FUNCTION

Performs routine and emergency plumbing repair, installation and maintenance on district facilities.

ESSENTIAL JOB FUNCTIONS

- Performs routine plumbing, repair and maintenance on district facilities
- Repairs backflow preventers, fixing drains, sinks, stools, urinals and related sewage systems and fixtures
- Repairs joints, connections and receptacles
- Repairs and replaces parts and fixtures related to steam heat system
- Fixes line leaks, coil leaks and pipe related problems
- Fixes steam traps and condensate pumps
- Installs, repairs and inspects gas piping, water heaters and vents
- Installs and maintains related joints, connections and other devices
- Performs installations and repairs in a manner consistent with the uniform, state and local plumbing codes to insure protection of water system
- Maintains proper care of district equipment and tools
- Repairs interior and exterior sump pumps
- Performs related emergency repairs as necessary
- Cooperated with other trades as a team member

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the plumbing trade
- Ability to perform master level plumbing and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High school diploma or equivalent
- Master plumbing license from the state of Colorado
- Valid Colorado drivers license with good driving record (yearly motor vehicle records will be reviewed)
- Obtain CDL within 1 year

ORGANIZATIONAL RELATIONSHIPS

Reports to Mechanical Supervisor.

WORKING CONDITIONS

The work is performed at shops and at work sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Master Teacher (K-12)- Inclusion Support (SpEd)

### SUMMARY OF FUNCTION

The Master Teacher serves as an instructional leader, mentor, and expert educator, driving student achievement through exemplary teaching, curriculum development, and data-driven decision-making, overseeing the Inclusion Support Teachers and other Special Education TEE licenses across the system. They provide coaching and professional development for colleagues, fostering a culture of continuous improvement and collaboration. By modeling best practices in instruction, classroom management, and student engagement, they support the implementation of high-quality, standards-aligned curricula. Additionally, they analyze student data to inform instruction, advocate effective teaching strategies, and build strong partnerships with families and the community. Through leadership and mentorship, the Master Teacher enhances both teacher effectiveness and student success during the school year and Extended School Year programming.

The Master Teacher plays a pivotal role in **Designing and Implementing a Model Special Education Program**: Develop a high-impact special education model using continuous improvement cycles and aligned with evidence-based practices, inclusive instruction, and MTSS tiered supports.

- **Collaborate Across Systems:** Work directly with school and district leadership to build cohesive partnerships between specialized instruction and the district academic improvement plans.
- **Deliver Instruction:** Teach a caseload of students with disabilities to model and refine program objectives.
- **Coach and Mentor Staff:** Provide embedded coaching, co-teaching support, and professional development in partnership with school leadership. Participate in district mentorship opportunities including Teacher Training Education programs in the area. Provide training opportunities for staff, including paraprofessionals from across the district on how to implement programming for special education students.
- **Pilot and Evaluate Curricula and Instructional Strategies:** Test evidence-based interventions, work with existing district curricula to identify access points for under-achieving students and make recommendations for districtwide accommodations specific to curriculum.
- **Facilitate Data Monitoring:** Partner with building and district leadership for ongoing data analysis through continuous improvement cycles aligned with the Special Education Department professional development.
- **Maintain Exemplary Compliance:** Model best practices in IEP development from initial referral and evaluation to IEP development, service documentation, and progress monitoring.
- **Increase Family and Community Partnerships:** Strengthen partnerships with parents and caregivers to support student success. Involve students and families in being proactive co-creators of their own learning through goal setting, self-monitoring and student-led IEP practices.

### ESSENTIAL JOB FUNCTIONS Instructional Leadership

- Plan and deliver engaging lessons using student teaming as the primary instructional model.
- Meet the diverse needs of students, utilizing innovative teaching strategies and integrating technology where appropriate.
- Adapt curriculum and instructional approaches to support varied learning styles, abilities, and cultural backgrounds.
- Model exemplary teaching practices for other Teachers, demonstrating effective classroom management, differentiation, and student engagement.
- With School Administration, facilitates the school's Instructional Leadership Team (ILT)
- Manages and implements a high-quality Extended School Year program for students with extensive support needs. **Collaboration & Mentorship**

- Observe and provide peer assistance and coaching toward meeting teachers' Individual Growth Plan goals
- Oversee the teaching responsibilities of co-teachers, delegating tasks, providing constructive feedback, and supporting their classroom interactions.
- Foster a collaborative and supportive teaching environment where teachers feel empowered to contribute to the educational process.
- Provides training, as needed or as directed by the Special Education Facilitator, to Special Education Teams in assigned buildings to assure effective use data to guide instruction for students with disabilities. Training topics could include but are not limited to: collecting and using progress monitoring data, writing measurable goals, completing data-based evaluation reports with all required components.
- **Classroom Management**
- Maintaining a structured and positive learning environment.
- Strategically assign roles to co-teachers to ensure smooth operations, efficient transitions, and individualized student support.
- Monitor student behavior and progress, addressing challenges proactively and promoting a culture of respect and accountability.
- Create a model classroom environment which can be used to teach and support other students across the system. **Curriculum Development & Assessment**
- Develop and refine lesson plans aligned with state standards and institutional goals.
- Design and implement formative and summative assessments to track student progress and adjust instruction as needed.
- Collaborate with other Teachers to gather student data, analyze trends, and create action plans for improvement.
- Monitoring of continuous improvement cycles in content area
- Assists with the selection and implementation of appropriate specialized instructional strategies to meet the unique needs of students with disabilities.
- **Professional Leadership**
- Act as a liaison between the teaching team, administrators, and parents, ensuring clear communication and alignment of goals.
- Participate/lead professional development opportunities and share best practices with colleagues.
- Promote a growth mindset among students and Teachers alike, fostering a culture of continuous learning.
- Consults with Area Support Team and Special Education Team members regarding effective special education programming and make recommendations designed to improve student outcomes.
- Facilitates and guides a program improvement process.
- Consults regularly with the Individualized Education Leadership Team to assure consistent implementation of expectations across the district. **OTHER DUTIES**
- Other duties as assigned **KNOWLEDGE, SKILLS and ABILITIES**
- Possesses a desire to lead a team or other teachers.
- Demonstrated student achievement results in own classroom.
- Expertise in own grade/subject content standards and how they are assessed.
- Strong instructional planning and teaching skills with a deep understanding of K-12 curriculum and pedagogy.
- Exceptional leadership and interpersonal skills, with the ability to inspire and motivate both students and colleagues.
- Excellent classroom management and organizational abilities, particularly in

large group settings.

- Effective communication skills, including the ability to give clear feedback and resolve conflicts.
- Proficiency with educational technology and tools to enhance learning.
- Demonstrated ability to translate student mastery requirements into instructional plans and strategies at the classroom level.
- Has built strong, positive relationships with adults throughout the school.
- Has strong classroom management skills.
- Knowledgeable about effective methods for adult learning and coaching.
- Able to communicate effectively via oral and written communication.
- Ability to clearly articulate and model their instructional practices.
- Initiate, participate and coordinate cluster (PLC) group meetings and may lead staff development trainings and other meetings.
- Support instruction through individual guidance for teachers with the goal of increasing student achievement

#### **QUALIFICATIONS**

- Minimum of a BA degree and five years of successful teaching experience
- Active teaching license issued by the State of Colorado
- Prior experience mentoring or supervising other teachers is strongly preferred.
- Demonstrates expertise in content, curriculum development, student achievement, and assessment
- Demonstrates above-average class growth on the MAP, STAR, CMAS or other standardized assessments.
- Excellent communication and interpersonal skills
- Excellent time management and organizational skills

#### **ORGANIZATIONAL RELATIONSHIPS**

- Reports to School Principal/Assistant Principal
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#### **WORKING CONDITIONS**

Work is performed in a typical school environment

Work on an expanded calendar year

#### **PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 75 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; and feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

#### **FLSA STATUS**

Exempt

#### **Calendar-207 Flex**

This is a one year, Intent to Non-Renew (INR) position with the possibility of non-renewal at the end of the term. Renewal will be determined based on organizational needs, performance and other factors.

JOB TITLE

JOB DESCRIPTION

**Salary-** Starting Salary is \$100,000; this position will not receive step increases but will receive percentage increases approved by the Board of Education.

Master Teacher (K-12)-Apprenticeship Program

### **SUMMARY OF FUNCTION**

The Master Teacher serves as an instructional leader, mentor, and expert educator, driving student achievement through exemplary teaching, curriculum development, and data-driven decision-making. They provide coaching and professional development for colleagues, fostering a culture of continuous improvement and collaboration. By modeling best practices in instruction, classroom management, and student engagement, they support the implementation of high-quality, standards-aligned curricula. Additionally, they analyze student data to inform instruction, advocate for effective teaching strategies, and build strong partnerships with families and the community. Through leadership and mentorship, the Master Teacher enhances both teacher effectiveness and student success.

At Holmes Middle School, the Master Teacher plays a pivotal role in leading and teaching large groups of middle school students (60+ at a time) in English Language Arts while implementing and overseeing the apprentice program. This position is ideal for an experienced and visionary educator who thrives in collaborative environments, excels in instructional leadership, and is committed to fostering an engaging and inclusive learning atmosphere for all students.

Along with creating the necessary learning conditions for students the Master Teacher will simultaneously be responsible for guiding, mentoring and teaching job required skills through embedded job experience of the Apprentice Teacher (designing effective lesson plans, evaluating data, engagement strategies, etc), resulting in empowering Apprentice Teachers on their path to becoming certified educators.

### **ESSENTIAL JOB FUNCTIONS Instructional Leadership**

- Plan and deliver engaging lessons using student teaming as the primary instructional model.
- Meet the diverse needs of students, utilizing innovative teaching strategies and integrating technology where appropriate.
- Adapt curriculum and instructional approaches to support varied learning styles, abilities, and cultural backgrounds.
- Model exemplary teaching practices for other Teachers, demonstrating effective classroom management, differentiation, and student engagement.
- With School Administration, facilitates the schools Instructional Leadership Team (ILT)

### **Collaboration & Mentorship**

- Observe and provide peer assistance and coaching toward meeting teachers' Individual Growth Plan goals
- Oversee the teaching responsibilities of co-teachers, delegating tasks, providing constructive feedback, and supporting their classroom interactions.
- Foster a collaborative and supportive teaching environment where Apprentice Teachers feel empowered to contribute to the educational process.

### **Classroom Management**

- Maintaining a structured and positive learning environment.
- Strategically assign roles to co-teachers to ensure smooth operations, efficient transitions, and individualized student support.
- Monitor student behavior and progress, addressing challenges proactively and promoting a culture of respect and accountability.

### **Curriculum Development & Assessment**

- Develop and refine lesson plans aligned with state standards and institutional goals.
- Design and implement formative and summative assessments to track student progress and adjust instruction as needed.
- Collaborate with other Teachers to gather student data, analyze trends, and create action plans for improvement.
- Monitoring of continuous improvement cycles in content area

**Professional Leadership**

- Act as a liaison between the teaching team, administrators, and parents, ensuring clear communication and alignment of goals.
- Participate/lead professional development opportunities and share best practices with colleagues.
- Promote a growth mindset among students and Teachers alike, fostering a culture of continuous learning. **OTHER DUTIES**

- Other duties as assigned **KNOWLEDGE, SKILLS and ABILITIES**

- Possesses a desire to lead a team or other teachers.
- Demonstrated student achievement results in own classroom.
- Expertise in own grade/subject content standards and how they are assessed.
- Strong instructional planning and teaching skills with a deep understanding of K-12 curriculum and pedagogy.
- Exceptional leadership and interpersonal skills, with the ability to inspire and motivate both students and colleagues.
- Excellent classroom management and organizational abilities, particularly in large group settings.
- Effective communication skills, including the ability to give clear feedback and resolve conflicts.
- Proficiency with educational technology and tools to enhance learning.
- Demonstrated ability to translate student mastery requirements into instructional plans and strategies at the classroom level.
- Has built strong, positive relationships with adults throughout the school.
- Has strong classroom management skills.
- Knowledgeable about effective methods for adult learning and coaching.
- Able to communicate effectively via oral and written communication.
- Ability to clearly articulate and model their instructional practices.
- Initiate, participate and coordinate cluster (PLC) group meetings and may lead staff development trainings and other meetings.
- Support instruction through individual guidance for teachers with the goal of increasing student achievement

**QUALIFICATIONS**

- Minimum of a BA degree and five years of successful teaching experience
- Active teaching license issued by the State of Colorado
- Prior experience mentoring or supervising other teachers is strongly preferred.
- Demonstrates expertise in content, curriculum development, student achievement, and assessment
- Demonstrates above-average class growth on the MAP, STAR, CMAS or other standardized assessments.
- Excellent communication and interpersonal skills
- Excellent time management and organizational skills

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to School Principal/Assistant Principal
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**WORKING CONDITIONS**

Work is performed in a typical school environment

JOB TITLE

JOB DESCRIPTION

Work on an expanded calendar year

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards, and a calculator. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**Calendar-207 Flex**

This is a one year, Intent to Non-Renew (INR) position with the possibility of non-renewal at the end of the term. Renewal will be determined based on organizational needs, performance and other factors.

**Salary-** Starting Salary is \$100,000; this position will not receive step increases but will receive percentage increases approved by the Board of Education.

Master Teacher (TAP)

## SUMMARY OF FUNCTION

Plans instruction and assessment aligned with District learner outcomes and State achievement standards. Supervise assigned students and teachers maintaining a positive learning environment. Adapt instruction to meet the individual learning needs of all students and teachers resulting in an increased probability of advancing achievement. Share instructional leadership with the principal and other members of the Instructional Leadership Team. These efforts are directed toward enhancing instructional effectiveness through the development of benchmark lessons, the determination and adoption of resources, demonstration lessons and leading curriculum planning among faculty members. Increased student achievement is demonstrated by standardized test score gains and the examination of student work. Partner with the principal and mentor teachers in evaluating other teachers. Interact and maintain positive inter-personal relationships with students, parents, staff, and community members.

## ESSENTIAL JOB FUNCTIONS

- Teaches the approved Colorado Springs School District 11 curriculum
- Provides opportunities such as relevant workshops, classes and in-service training for the staff in the building to support staff development
- Analyzes and communicates standardized test results as well as school and district successes to staff and community members
- Assists in overseeing the operational aspects of the cluster Professional Learning Community (PLC) groups to ensure full participation by all group members, professional growth of teachers, and alignment of instruction to standards, consensus building and the accomplishment of the group's long and short-term goals
- Works with teachers in the development and implementation of his/her Individual Growth Plan (IGPs) and Cluster (PLC) Group follow up
- Participates in all aspects of the school's operation relating to instruction such as membership on committees and participation in activities including but not limited to the adoption of curriculum, and development of the Unified School Improvement Plan (USIP), and Cluster (PLC) Long Range Goals
- Assists teachers in developing and utilizing standards based lesson designs that increase student learning
- Provides field tested demonstration lessons that apply best practices, educational innovation, and state standards to new learning to improve instruction
- Conducts regular observations of classroom teachers to assess performance and to gather information that will lead to instructional improvement through regular feedback, which is communicated with a mutual understanding of the relationship between performance and observation scores
- Participates in TAP Master Teacher trainings, professional organizations and activities that provide opportunities for professional growth and collaboration that provides learning and innovation regarding current educational practices
- Participates in the development and enhancement of a school-wide culture that promotes professional growth and student learning
- Provides support and knowledge that inspires and encourages the professional growth of teachers in cluster (PLC) groups and school-wide as resources are utilized for enhancement of student learning
- Sets goals, including selection of content, instructional strategies, and assessments, appropriate for all learners and aligned with District outcomes and State standards
- Promotes and maintains student and teacher behavior expectations that are conducive to learning, maximize learning time and increase the probability of advancing student achievement
- Establishes and demonstrates positive human relations with students, parents, other staff members, and the community

JOB TITLE

JOB DESCRIPTION

- Maintains an ongoing program of professional growth that meets District expectations and personal professional goals
- Plays a key role in the decisions made by the District and School
- Assists in initiating and maintaining the involvement of the community and parents in the learning processes at the school and ensures the accuracy, completeness, confidentiality, and security of all student information
- Assists in seeking additional resources, volunteers, funding, and programs that expand school efforts to increase student and staff learning
- Complies with District and School policies and procedures

OTHER DUTIES

- Other duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrates the ability to interpret and organize data
- Demonstrates the ability to reach consensus on instruction that benefits student achievement
- Demonstrates the ability to work well with adult learners
- Demonstrates the ability to supervise others

QUALIFICATIONS

- MA degree and at least 5 years of successful teaching experience or a BA degree and seven years of successful teaching experience
- Active teaching license issued by the State of Colorado
- Must be “highly qualified” according to the Colorado definition of a “Highly Qualified” teacher under the No Child Left Behind Act (effective January 1, 2004 for current teachers and 2002-03 for newly hired teachers)
- A minimum of 3 years of coaching or leadership experience
- Must be recommended by his/her current principal
- Must be a Certified TAP Evaluator (or obtain within 90 days of hire)
- Demonstrates expertise in content, curriculum development, student achievement, and assessment
- Training on the D-11 Way
- Excellent communication and interpersonal skills
- Excellent time management and organizational skills

ORGANIZATIONAL RELATIONSHIPS

- Reports to School Principal/Assistant Principal
- Master teachers initiate, participate and coordinate cluster (PLC) group meetings and may lead staff development trainings and other meetings. Master teachers support instruction through individual guidance for teachers with the goal of increasing student achievement
- Students, parents, support staff, principal, district level administrators, teachers, master teachers, mentor teachers, adjunct teacher and community members

WORKING CONDITIONS

Work is performed in a typical school environment

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards, and a calculator. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS

Exempt

JOB TITLE

JOB DESCRIPTION

Math Coach

SUMMARY OF FUNCTION

Under the direction of the building principal the Math Coach works with the school teaching staff to assist and support the implementation of a balanced Math program, develop skills in standards-based, student-centered instruction and assist in the implementation of researched based instructional strategies.

ESSENTIAL JOB FUNCTIONS

- Model, observe, team teach, peer-coach, and give feedback to teachers developing skills in standards-based instruction
- Train teachers in the implementation of assessment strategies and analysis, and rubrics
- Assist teachers in generating and interpreting all data from a Body of Evidence to make informed decisions for instruction and school-wide planning
- Locate professional resources and research
- Assist teachers in locating resource materials that address standards-based instruction and Rtl interventions
- Provide resources and training for standards-based and student-centered instruction
- Model Effective Classroom Strategies (McREL, SIOP, etc.)
- Provide guidance and assistance in designing differentiated, standards-based lessons/units
- Assist parents in understanding standards-based education and reporting through math programs and other communications
- Provide Staff Development as requested
- Serve as liaison between the school and the Division of Instruction in areas of math and standards-based instruction
- Support the principal in developing School Improvement Plans (SIPs)
- Collaborate with the principal on strategies for student achievement

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Extensive training and/or experience in mathematics content and pedagogy
- Demonstrated competence in coordinating, facilitating and presenting building level staff development that supports standards-based and student-centered instruction including the Response to Intervention Model
- Demonstrated knowledge, competence and skills of content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems
- Demonstrated knowledge and competence in teaching/learning PDSA and CQI Quality Tools to improve student learning
- Ability to assess and diagnose math strengths/weaknesses and prescribe effective interventions
- Demonstrated abilities in organizational, human relations, written and oral communication skills

QUALIFICATIONS

- Eligible for Colorado (CDE) teacher licensure
- 5 or more years of teaching experience
- Must be Highly Qualified
- Masters Degree in mathematics preferred
- Successful experience in working with adults

ORGANIZATIONAL RELATIONSHIPS

The Math TOSA is evaluated by an Executive Director or designee with input from the building principals.

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in a school environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

McKinney Vento Specialist, Title 1

**SUMMARY OF FUNCTION**

The McKinney-Vento specialist serves as the district's lead homeless education subject matter expert and applies gained knowledge to: execute, maintain and improve systems and programs, processes identification of students, determine needs, and provide supports to eliminate barriers to increase academic success. Ensure District 11 compliance and execution of the McKinney-Vento Act. Responsible for providing educational services and resources. Coordinates services between students, families, schools and community resources. The McKinney-Vento Specialist is required to fulfill the duties of the position as established in the Act [42 U.S.C. § 11432(g)(6)(A)].

**ESSENTIAL JOB FUNCTIONS**

The McKinney-Vento Specialist serves as one of the primary contacts between students and families experiencing homelessness, school staff, district personnel, shelter workers, and other service providers. The McKinney-Vento Specialist provides direct support to ensure enrollment of children and youth and facilitate the equitable opportunity to engage in school.

- Assists in school enrollment and best educational interest placements for McKinney-Vento eligible students
- Inform parents/guardians/families, unaccompanied youth, and school personnel of the rights of McKinney-Vento students through professional development and trainings
- Supports mediation of enrollment disputes in accordance with requirements
- Helps to coordinate transportation services for McKinney-Vento children and youth
- Provide and administer all McKinney-Vento services for which students are eligible
- Track academic performance measures
- Outreach to schools and community homeless service agencies
- Increase student academic success through a variety of interventions as well as connecting students to appropriate services
- Provides family and community partnership services and referrals for families identified as McKinney-Vento eligible.
- Develops rapport and maintains ongoing communication with families and youth through school, home/shelter/motel visits, phone calls, monthly calendars, and other written materials.
- Assist in implementing and managing services under multiple grants, facilitate screenings and referrals to grants. Tracking and reporting under each funding source.
- Supports parents/guardians and youth in finding resources. Seeks community information and stays current on services, policies and resources available.
- Supports homeless prevention initiatives and assists in connecting families to services. This can include direct screening and referrals, assisting with applications and assistance follow-up.
- Maintains the confidentiality of student information.
- Assure that all program goals and objectives are adequately met and follows established district policies and procedures.

- Track and report all services provided in alignment district guidelines.
- Provide essential supply needs including: backpacks, supplies and uniform clothing.
- Develop relationships with community agencies to cultivate collaborations and provide leadership regarding issues of homelessness, education and poverty.
- Outreach and visibility within the community.
- Administer district and community McKinney-Vento Awareness Trainings.
- Take part in continuing education opportunities to enhance job performance.

#### **OTHER DUTIES**

- Other duties as assigned.

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- A passionate and committed belief that youth can rise above seemingly insurmountable obstacles and stay engaged in school, graduate, and enter into post-secondary education.
- Knowledge of child, youth, and family homelessness
- Knowledge of the McKinney-Vento Act
- Knowledge of district intervention programs- MTSS, Trauma Informed Practices and Restorative Justice Models
- Knowledge of community resources
- Ability to understand and work effectively with underserved students
- Ability to relate and build strong relationships and educational partnerships with youth, parents/guardians/families, community, and staff
- Ability to communicate diplomatically and persuasively through effective verbal, written, and presentation skills
- Provide leadership and guidance in the form of professional development and technical assistance with case-specific situations
- Ability to develop and maintain collaborative relationships with community agencies
- Managing multiple and varied tasks, and keeping clear records
- Case management experienced preferred

#### **QUALIFICATIONS**

- Bachelor's degree from an accredited college preferred
- Bilingual in Spanish preferred but not required
- Cultural competency and knowledge of issues related to poverty
- Minimum of three (3) years experience preferred working in communities with underserved students and families and case management and some experience specifically in education
- Demonstrates proficiency in Microsoft Office Suite, particularly Microsoft Word and Excel
- Demonstrates strong writing skills
- Possesses the ability to read, understand and interpret complex legal documentation and federal and state guidance
- Possesses the ability to organize and complete several complex projects simultaneously
- Possesses the ability to organize and report large quantities of information and data
- Possess the ability to work flexible hours including some evenings and weekends

#### **ORGANIZATIONAL RELATIONSHIPS**

JOB TITLE

JOB DESCRIPTION

Reports to the Executive Director of Student Success and Wellness

**WORKING CONDITIONS**

The work is performed in a general office setting, schools, and community-based organizations.

**PHYSICAL DEMANDS**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day, lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently sitting, standing, walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant, seeing, hearing, and talking.

**FLSA STATUS**

Non-exempt/exempt (ESP are non-exempt, ExecPro are exempt)

**WORK YEAR**

260 Days

Mechanical Engineer

**SUMMARY OF FUNCTION**

Responsible for the overall efficiency and effectiveness of the district's mechanical systems, including: heating, ventilation, cooling, direct digital controls systems and plumbing systems. Responsible for providing technical expertise, planning and problem solving for mechanical aspects of all new construction and renovation projects.

**ESSENTIAL JOB FUNCTIONS**

- Manage the overall efficiency and effectiveness of the district's mechanical systems and related District Construction Standards, including: heating, ventilation, cooling, and plumbing systems
- Troubleshooting mechanical systems and solutions as necessary
- Planning, and supervising regular "re-commissioning" studies of our existing mechanical systems to find ways to improve efficiency and effectiveness
- Planning cost effective preventive maintenance activities for mechanical components
- Monitoring the effectiveness of, and planning systematic improvements to the district's direct digital controls systems
- Working closely with or as the district's energy manager and school leadership to plan projects and monitor energy consumption, taking measures to reduce consumption to the extent possible
- Responsible for providing technical expertise, planning and problem solving for mechanical aspects of all new construction and renovation projects
- Preparing and updating the district's mechanical systems technical specifications
- Preparing mechanical scope of work and contract requirements for all projects, to include commissioning requirements
- Preparing construction estimates for mechanical systems
- Administering assigned design and construction contracts as project manager
- Receive and review submittals, requests for information, correspondence and change order requests for assigned projects as well as assisting other project managers with mechanical related issues
- Reviewing design documents and in place mechanical construction work for quality and adherence to contract requirements
- Resolving all project technical mechanical system related problems
- Keeping abreast of and exploring new mechanical system technologies and design concepts, to include sustainable / efficient / maintainable design
- Preparing all necessary reports, and presentations and presenting the information to leadership as well as the Board of Education as needed
- Responsible for technical support of the mechanical/plumbing shop to include daily and emergency response throughout the sites during emergency of mechanical issues.

**OTHER DUTIES**

- Perform other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Mechanical Building Systems expertise
- Direct Digital Controls expertise
- Familiarity with Building Commissioning / Re-commissioning
- Ability to plan, organize and manage multiple design and construction projects
- Knowledge of contract administration methods and procedures
- Knowledge of the concepts, methods and techniques of facilities maintenance
- Knowledge of building codes and related regulations
- Ability to perform construction estimating

JOB TITLE

JOB DESCRIPTION

- Computer skills including: spreadsheets, word processing and project scheduling
- Ability to lead the work of teams, committees and work groups and to work cooperatively with others
- Ability to communicate effectively

QUALIFICATIONS

- Bachelor's degree in Mechanical Engineering, and/or at least 10 years directly relevant experience with HVAC systems.
- Five years' experience designing, installing and / or maintaining building mechanical systems
- Professional Engineer license preferred
- Previous experience/training in construction contract administration and project management.

ORGANIZATIONAL RELATIONSHIPS

Reports to the Capital Program Manager

WORKING CONDITIONS

The work is performed in a typical office environment with periods of time at work-sites.

PHYSICAL DEMANDS

The work is partly sedentary with periods of light to moderate physical activity and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Mechanical Project Lead

**SUMMARY OF FUNCTION**

Responsible for the overall efficiency and effectiveness of the district's mechanical systems, including: heating, ventilation, cooling, direct digital controls systems and plumbing systems. Responsible for providing technical expertise, planning and problem solving for mechanical aspects of all new construction and renovation projects. Responsible for management of the district's Asbestos Management Plans, to include supervising the environmental specialist.

**ESSENTIAL JOB FUNCTIONS**

- Manage the overall efficiency and effectiveness of the district's mechanical systems, including: heating, ventilation, cooling, and plumbing systems
- Troubleshooting mechanical systems and designing solutions as necessary
- Planning, designing and supervising regular "re-commissioning" studies of our existing mechanical systems to find ways to improve efficiency and effectiveness
- Planning cost effective preventive maintenance activities for mechanical components
- Monitoring the effectiveness of, and planning systematic improvements to the district's direct digital controls systems
- Working closely with the districts energy manager to plan projects and monitor energy consumption, taking measures to reduce consumption to the extent possible
- Responsible for providing technical expertise, planning and problem solving for mechanical aspects of all new construction and renovation projects
- Preparing and updating the district's mechanical systems technical specifications
- Preparing mechanical scope of work and contract requirements for all projects, to include commissioning requirements
- Preparing construction estimates for mechanical systems
- Administering assigned design and construction contracts as project manager
- Receive and review submittals, requests for information, correspondence and change order requests for assigned projects as well as assisting other project managers with mechanical related issues
- Reviewing design documents and in place mechanical construction work for quality and adherence to contract requirements
- Resolving all project technical mechanical system related problems
- Keeping abreast of and exploring new mechanical system technologies and design concepts, to include sustainable / efficient / maintainable design
- Preparing all necessary reports
- Responsible for technical oversight and support of the mechanical/plumbing shop to include daily and emergency response throughout the sites during emergency of mechanical issues.

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Mechanical Building Systems expertise
- Direct Digital Controls expertise
- Familiarity with Building Commissioning / Re-commissioning
- Ability to plan, organize and manage multiple design and construction projects

JOB TITLE

JOB DESCRIPTION

- Knowledge of contract administration methods and procedures
- Knowledge of the concepts, methods and techniques of facilities maintenance
- Knowledge of building codes and related regulations
- Ability to perform construction estimating
- Computer skills including: spreadsheets, word processing and project scheduling
- Ability to lead the work of teams, committees and work groups and to work cooperatively with others
- Ability to communicate effectively

QUALIFICATIONS

- Bachelor's degree in Mechanical Engineering, preferred
- Five years experience designing, installing and / or maintaining building mechanical systems required
- Professional Engineer license, preferred
- Previous experience/training in construction contract administration and project management.

ORGANIZATIONAL RELATIONSHIPS

Reports to Capital Program Manager

WORKING CONDITIONS

The work is performed in a typical office environment with periods of time at work-sites.

PHYSICAL DEMANDS

The work is partly sedentary with periods of light to moderate physical activity and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

**JOB TITLE****JOB DESCRIPTION****Mechanical Shop Assistant Supervisor****SUMMARY OF FUNCTIONS**

Assists in supervision and oversight of the planning and scheduling of Facilities maintenance shops HVAC and plumbing activities. Assigns duties and work orders to individuals and work teams. Maintains safety and operational effectiveness.

**ESSENTIAL JOB FUNCTIONS**

- Assists in assigning daily tasks and work duties to crews
- Plans repairs and preventative maintenance on district facilities and makes related work assignments.
- Inspects and checks on going work of crew to insure quality completion of work and safe operating procedures
- Insures work is in compliance with building codes and professional standards
- Coordinates scheduled maintenance and repairs with building supervisors and principals to insure minimal disruptions to school activities
- Communicates emergency repairs.
- Fills out documentation to record time and materials for work in progress
- Ensures availability of equipment and supplies for HVAC and plumbing maintenance and repair projects
- Develops plans for upgrading old systems and for new construction in cooperation with shop supervisor
- Supervises shop personnel equally with shop supervisor.
- Performs personnel evaluations, discipline, and screening and interviewing job applicants in cooperation with shop supervisor
- Cooperates with other trades as a team member
- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the HVAC and / or plumbing trades.
- Knowledge of applicable plumbing, HVAC and building codes (Federal, State and Local).
- Ability to plan and direct mechanical (HVAC and plumbing) maintenance program.
- Ability to supervise skilled trades/crafts workers and support staff.
- Ability to communicate effectively.
- Ability to read and understand contracts, construction drawings and specifications
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade
- Computer skills on PC based software packages.
- Strong organizational, communications and interpersonal skills.

**QUALIFICATIONS**

- High School Diploma or equivalent
- Valid Colorado drivers license with good driving record
- Possession of a master plumbing license, Associates Degree in HVAC systems , or 2 years of experience in related field

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Supervisor, Mechanical Shop

**WORKING CONDITIONS**

- The work is performed in shops and on job sites.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and

JOB TITLE

JOB DESCRIPTION

crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt.

Mechanical Shop Supervisor

**SUMMARY OF FUNCTIONS**

Supervises and oversees the planning and scheduling of Facilities maintenance shops HVAC and plumbing activities. Assigns duties and work orders to individuals and work teams. Coordinates HVAC and plumbing activities with District administrators, other shops and assigned contractors. Obtains permits as required by the state for the exclusive use of the District. Maintains safety and operational effectiveness.

**ESSENTIAL JOB FUNCTIONS**

- Plans and schedules work assignments including emergencies for HVAC and plumbing personnel and evaluates completed work
- Receives and initiates job orders and sets priorities
- Orders parts for daily use and for inventory
- Performs on site inspections of proposed work to determine resource requirements and prepare cost estimates
- Determines operational condition, diagnoses recurring malfunctions and recommends appropriate modifications
- Plans repairs and preventative maintenance on district facilities and makes related work assignments
- Inspects and checks on going work of crew to insure quality completion of work and safe operating procedures
- Insures work is in compliance with building codes and professional standards
- Coordinates scheduled maintenance and repairs with building supervisors and principals to insure minimal disruptions to school activities
- Communicates emergency repairs
- Interfaces with State and local agencies on all HVAC and plumbing issues
- Obtains appropriate permits for work
- Supervises maintenance and repairs of HVAC and plumbing systems, facilities and equipment
- Performs personnel evaluations, discipline, and screening and interviewing job applicants in cooperation with assistant shop supervisor
- Works cooperatively with Project Managers to oversee contractors for new construction
- Ensures contractors meet specifications and code requirements
- Manages expense and materials accounts, and records and documents time and material spent on each job
- Manages and updates accounts with supply distributors
- Develops plans for upgrading old systems and for new construction in cooperation assistant supervisor
- Cooperates with other trades as a team member

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGES, ABILITIES AND SKILLS**

- Knowledge of the HVAC and plumbing trades.
- Knowledge of applicable plumbing, HVAC and building codes (Federal, State and Local).
- Ability to plan and direct mechanical (HVAC and plumbing) maintenance program.
- Ability to supervise skilled trades/crafts workers and support staff.
- Strong organizational, communications and interpersonal skills.
- Ability to communicate effectively.
- Ability to read and understand contracts, construction drawings and specifications
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade
- Computer skills for programming and monitoring systems

JOB TITLE

JOB DESCRIPTION

QUALIFICATIONS

- High School Diploma or equivalent
- Valid Colorado drivers license with good driving record
- Possession of a Associates Degree in HVAC systems and /or a master plumbing license

ORGANIZATIONAL RELATIONSHIPS

- Reports to Director of Facilities
- Supervises HVAC mechanics, HVAC controls technicians, plumbers, and kitchen equipment technicians
- Interfaces closely with Chief of Mechanical Systems and Energy Manager (may take direction from them at times)

WORKING CONDITIONS

- The work is performed in shops and on job sites.

PHYSICAL DEMANDS

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Media Production Coordinator

**SUMMARY OF FUNCTION**

Under the direction of the Media Production Manager, the Media Production Coordinator is responsible for the conceptualization, design, and execution of high-quality multimedia content, including video production, graphic design, photography, and journalism. This position plays a key role in supporting the district's communication and engagement efforts by creating compelling visual and digital content that aligns with the district's mission and outreach goals. The Media Production Coordinator must demonstrate creativity, self-motivation, and technical expertise in multimedia production systems and content delivery platforms. This position will often work closely with the Marketing Coordinator where/when there is a need for producing engaging and innovative marketing materials.

**ESSENTIAL JOB FUNCTIONS**

Assists the Media Production Manager in maintaining all daily functions of media/video production services.

Ensures a professional demeanor in all public-facing activities, recognizing the position's reflection on the district.

Produces creative video segments, including interviews, promotional content, music video montages, and graphic elements to enhance broadcasts.

Works closely with the District 11 Engagement Department to align communications across all stakeholders, producing materials for promotions and marketing initiatives.

Develops and implements promotional opportunities with community involvement to communicate the district's message effectively.

Uses creativity to enhance content across multiple platforms and engages students through multimedia storytelling.

Collaborates with school video production students and teachers to develop promotional materials for school programs and initiatives.

Assists with remote audio/sound setups and breakdowns to support live events.

Lifts and carries up to 50 pounds regularly, transporting production equipment to field locations and shelving/reshelving equipment as needed.

Creates playlist data for the broadcast automation system to ensure daily playback on cable systems.

Participates in multimedia/technology-related professional development

JOB TITLE

JOB DESCRIPTION

activities to stay current with industry trends.

Identifies and develops opportunities for the Media Production Department to function as a learning and technology-rich organization.

Analyzes and resolves technical challenges effectively.

Collaborates with the Media Production Manager to address site-specific concerns and resolve stakeholder issues.

Organizes and manages complex tasks and processes efficiently.

Assists in implementing and monitoring district policies, procedures, and security controls.

Supports communication efforts to school communities and district stakeholders.

Performs other duties as assigned.

**KNOWLEDGE, ABILITIES, AND SKILLS**

Demonstrated expertise in multimedia production, including video editing, graphic design, photography, and journalism.

Strong ability to conceptualize, develop, and execute high-level creative content.

Proficiency in industry-standard software for video production, graphic design, and content delivery.

Ability to work a flexible schedule, including early mornings, nights, and weekends as needed.

Competence in lifting and carrying production equipment for on-location shoots, including loads up to 50 pounds.

Strong written and verbal communication skills, with the ability to craft compelling narratives and visual content.

Ability to perform clerical and administrative tasks efficiently.

Ability to foster and manage change in a dynamic production environment.

JOB TITLE

JOB DESCRIPTION

Proficiency in operating multimedia production and audio/visual system equipment.

Strong organizational and interpersonal skills, with the ability to collaborate effectively with diverse stakeholders.

Ability to work independently and as part of a **team**.

**QUALIFICATIONS**

Bachelor's degree with 3-5 years of relevant experience in media production, communications, or a related field.

JOB TITLE

JOB DESCRIPTION

Media Production Specialist

SUMMARY OF FUNCTION

Manages the operation of district television studio and equipment in all phases of video production and playback.

ESSENTIAL JOB FUNCTIONS

- Produces video and audio productions
- Organizes, coordinates and schedules shooting times, places, talent and crew
- Supervises all video and audio production activities and crews and operates camera as needed
- Oversees cable playback operation
- Sets up videos on automated systems
- Plans video/audio programs with administration, schools and community groups
- Duplicates video and audio tapes using proper equipment and abiding by copyright laws
- Directs all video and audio productions
- Oversees camera work
- Schedules production requests as needed
- Edits all video productions
- Assigns production requests to proper staff
- Supervises and approves all graphics and art work and monitors completion
- Writes and researches scripts for productions
- Assists/consults/rewrites on prepared scripts
- Selects and approves music, sound effects, etc. Abides by copyright laws
- Provides workshops and in-services to teachers, administration and students
- One to one assistance/consultation when requested
- Evaluates assigned personnel
- Budgets for needs expenses and monthly operational costs

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of the technology, practices and procedures of television production and operation as applied to the requirements of the District
- Ability to plan and direct TV production and operations for the District
- Ability to supervise technical and support staff
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- Bachelor's degree in video/audio production or related field
- Three years of experience in TV production

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director Instruction. Supervises technical staff.

WORKING CONDITIONS

The work is performed in a typical office environment and in a TV broadcast studio.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Exempt

## JOB TITLE

## JOB DESCRIPTION

Media Video Production Assistant

## SUMMARY OF FUNCTION

Under the direction of the media/video production services manager, the media/video production assistant assists in the operation and maintenance of LRS Media/Video Production Services, including but not limited to scrip writing, video shooting, editing, camera operation, lighting, tape duplication and sound systems set-up.

## ESSENTIAL JOB FUNCTIONS

- Assists the media/video production services manager to maintain all daily functions of media/video production services
- Provides tape duplication services
- Transports production equipment to field locations
- Works with cable playback system
- Assists with studio and field television/video production, including but not limited to lighting, audio, equipment set-up
- Assists with studio set building
- Helps maintain studio equipment and lights, including the ability to climb and work on a 10-foot stepladder
- Assists the media/video production services manager in conducting training programs for substitute and temporary staff
- Assists with remote audio/sound set-ups and breakdowns
- Prepares and attaches labels to materials as needed
- Packs and organizes duplicated tapes for delivery to schools by courier distribution
- Helps maintain a positive working environment by displaying a professional, inviting manner in working with students, staff and community
- Enters data into the character generator system, using District approved standardized process and format
- Inspects, cleans, and puts away equipment after each use
- Completes paperwork for needed equipment repair

## OTHER DUTIES

- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrated knowledge, competence and skills in the purpose and role of television/video production
- Ability to work a flexible schedule including nights and weekends
- Ability to operate keyboard devices at moderate speed with a high accuracy rate
- Ability to perform general clerical routines quickly and efficiently
- Ability to foster and manage change
- Ability to use video cameras, computers, vcr's, video projectors, scanners, e-mail, fax and copy machines and other related television/video/technology equipment
- Assists with the configuration of hardware, software, and professional development services
- Collaborates with the media/video production services manager to resolve site concerns
- Collaborates with appropriate stakeholders to solve problems effectively
- Ability to drive production van(s)
- Demonstrated abilities in organizational, human relations, oral and written communications skills
- Ability to work cooperatively with others and as a team member
- Assists with the development of systems for inventory, repair records, hardware and software troubleshooting, equipment location, videotape resource catalog maintenance and replacement/upgrade of television/video/technology equipment

JOB TITLE

JOB DESCRIPTION

- Assists media/video production services manager and users in implementing and monitoring district policies, procedures and security controls
- Assists in communicating to school communities
- Serves as a public relations representative for the LRS

QUALIFICATIONS

- High School diploma or equivalent
- Valid Colorado driver's license with good driving record (yearly motor vehicle records will be reviewed)

PREFERRED QUALIFICATIONS

- Television/video and/or technology experience preferred.
- Demonstrated technical competencies in video and computer hardware

ORGANIZATIONAL RELATIONSHIPS

Reports to the Media/Video Production Services Manager.

WORKING CONDITIONS

Work is performed in a television/video production studio but will include field location work.

PHYSICAL DEMANDS

The work is regularly active with periods of moderate to heavy physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs or ladders; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects, recognize colors, detect odors, and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

Medicaid Coordinator

**SUMMARY OF FUNCTION**

The Medicaid Coordinator oversees and provides support to the District 11 Medicaid School Health Services (SHS) Program, to include budgeting, reporting, training and monitoring. The coordinator works directly with district staff and with the Medicaid State Health Services personnel.

**Essential Job Functions**

- Budget and oversee all Medicaid expenditures; complete Annual Report of expenditures
- Create/update the District Local Service Plan according to SHS and Colorado Department of Education (CDE) guidelines
- Prepare and submit all Federal and State reports for the Medicaid School Health Services program. This includes financial monthly, quarterly and annual reports. Establish checks and balances to ensure data integrity to appropriate agencies.
- Perform accounting functions and procedures for department revenue and expenditures accounts
- Prepare and maintain all required documentation to assure SHS Program has required records of services provided
- Work closely with all levels of District 11 staff
- Review and process monthly health assistant payroll
- Implement and maintain a process to ensure Medicaid documentation is completed accurately and timely
- Develop and update Random Moment in Time System with appropriate staff and departments; gather information about each provider's activities and caseload; analyze information to determine RMTS roster participation. Communicate and provide training to participants on a regular basis.
- Coordinate with Public Consulting Group and the Health Care Policy and Finance in submitting and updating school district information
- Coordinate the health and health related services program provided by the school nurses, health assistants, and the vision and hearing screeners
- As appropriate, represent the School District's SHS Program at Community/School site meetings
- Coordinate with Special Education, nurses and 504 Coordinator to ensure Plan language is written for Medicaid claiming purposes
- Review Plans to ensure services are clearly defined; compare Plan services to Medicaid claims documentation
- Review claims reports and verify supporting documentation; track and maintain documentation; service logs; parent consents, Plan dates, provider qualifications, etc.
- Coordinate and collaborate with district departments, such as Special Education, Finance, Human Resources, Transportation and Health Service Departments and with School Principals and other District Administrators
- Provide ongoing training for all for Special Education staff, services providers who document Medicaid services to ensure compliance with all current Federal and State requirements regarding school based health services. This includes all EA's and direct service staff on web based EzEdMed system.
- Provide leadership for the Medicaid School Health Services program, which includes coordinating the Medicaid Advisory Committee
- Present revenue and expenditure data to BOE

**Knowledge, Abilities and Skills**

- Knowledge of Healthcare Management and practices as applied to public school Medicaid program
- Ability to analyze accounting data and prepare financial reports
- Knowledge of Colorado Department of Education SHS program
- Advanced oral and written communication skills, including the ability to convey complex information, influence others, gain support, create, and

JOB TITLE

JOB DESCRIPTION

monitor processes across departments. Also requires communication with state level and community organizations.

- Ability to work cooperatively with a variety of people
- Ability to make decisions and manage complex information
- Ability to be flexible and responsive to identified health care needs of students
- Technologically savvy; ability to work with large amounts of data and use multiple web-based programs
- Ability to work independently
- Ability to coordinate and collaborate with district departments, school administrators and district administration
- Critical thinking and problem solving skills
- Ability to manage multiple priorities and tasks
- Ability to maintain confidentially regarding student Medicaid status

**Other Duties**

Performs related work as required

**Qualifications**

- Preferred two years of experience in successful Medicaid billing
- Preferred one year of experience in special education, public health, supervision and/or case management
- Accounting experience

**Organizational Relationships**

Reports to Executive Director of Special Education or Designee

**Working Conditions**

Work is performed in office, classroom and/or other educational settings

**Physical Demands**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA Status**

Non-Exempt

**Work Year**

260 Days

Medicaid Manager

**SUMMARY OF FUNCTION**

The Medicaid Manager oversees and provides support to the District 11 Medicaid School Health Services (SHS) Program, to include budgeting, reporting, training and monitoring. The manager works directly with district staff and with the Medicaid State Health Services personnel. In addition the SHS Manager coordinates the health and health related services program provided by the school nurses, health assistants, and the vision and hearing screeners.

**Essential Job Functions**

- Budget and oversee all Medicaid expenditures; complete Annual Report of expenditures
- Prepare and submit all Federal and State reports for the Medicaid School Health Services program. This includes financial monthly, quarterly and annual reports. Establish checks and balances to ensure data integrity to appropriate agencies.
- Perform usual and customary accounting functions and procedures for department revenue and expenditures accounts.
- Prepare and maintain all required documentation to assure SHS Program has required records of services provided.
- Work closely with District 11 Business Services office.
- Implement and maintain a process to ensure Medicaid documentation is completed accurately and timely.
- Develop and update Random Moment in Time System with appropriate staff and departments; gather information about each provider's activities and caseload; analyze information to determine RMTS roster participation. Communicate and provide training to participants on a regular basis.
- Collaborate with providers of community based health care programs to assist students and their families in accessing appropriate health services
- Coordinate with Public Consulting Group and the Health Care Policy and Finance in submitting and updating school district information.
- Coordinate the health and health related services program provided by the school nurses, health assistants, and the vision and hearing screeners.
- As appropriate, represent the School District's SHS Program at Community/School site meetings.
- Coordinate with Special Education to ensure IEP language is written for Medicaid claiming purposes.
- Review IEP's to ensure services are clearly defined; compare IEP services to Medicaid claims documentation.
- Review claims reports and verify supporting documentation; track and maintain documentation; service logs; parent consents, IEP dates, provider qualifications, etc.
- Coordinate and collaborate with district departments, such as Special Education, Finance, Human Resources, Transportation and Health Service Departments and with School Principals and other District Administrators.
- Provide ongoing training for all for Special Education staff services providers who document Medicaid service to ensure compliance with all current Federal and State requirements regarding school based health services. This includes all EA's and direct service staff on either the web based EzEdMed system or the paper documentation.
- Provide leadership for the Medicaid School Health Services program, which includes coordinating the Medicaid Advisory Committee.

**Knowledge, Abilities and Skills**

- Knowledge of Healthcare Management and practices as applied to public school Medicaid program
- Ability to analyze accounting data and prepare financial reports
- Knowledge of Colorado Department of Education SHS program

JOB TITLE

JOB DESCRIPTION

- Advanced oral and written communication skills, including the ability to convey complex information, influence others, gain support and create and monitor processes across departments. Also requires communication with state level and community organizations.
- Ability to work cooperatively with a variety of people
- Ability to make decisions and manage complex information
- Ability to be flexible and responsive to identified health care needs of students
- Technologically savvy; ability to work with large amounts of data and use multiple web-based programs
- Ability to work independently
- Ability to coordinate and collaborate with district departments, school administrators and district administration.
- Critical thinking and problem solving skills.
- Ability to manage multiple priorities and tasks.
- 
- **Other Duties**
- Performs related work as required
- 
- **Qualifications**
- Two years of experience in successful Medicaid billing
- One year of experience in special education, public health, supervision and/or case management
- Preferred - Bachelor's degree in a related field, such as Business Management, Healthcare Management, Education, etc.
- Preferred - Accounting experience
- 
- **Organizational Relationships**
- Reports to Executive Director of Special Education or Designee
- 
- **Working Conditions**
- Work is performed in office, classroom and/or other educational settings.
- 
- **Physical Demands**
- While performing the duties of this job, the employee frequently is required to sit, talk and hear. The employee occasionally is required to stand, walk, use hands to finger, handle or feel, and reach. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision.
- 
- **FLSA Status**
- Exempt
- 
- **Work Year**
- 207 Days

JOB TITLE

JOB DESCRIPTION

Mentor Coach - 9th - 12th Grades

SUMMARY OF FUNCTIONS

The primary function is to provide a cycle of research-based support and coaching for new teachers of grades 9-12 in the Induction Program.

ESSENTIAL JOB FUNCTIONS

- Guide and support teachers with their professional portfolios for Induction, using the Developmental Continuum of Teacher Practice based on the Colorado Teacher Standards and aligned to the District 11 Evaluation
- Provide research-based strategies and support for new teachers in effectively meeting the challenges in the classroom (for example: classroom management, communication, curriculum, instruction, assessment)
- Enhance new teachers' ability to deal effectively with students, families, and colleagues who are diverse in terms of their cultural identities and learning styles
- Help new teachers deepen and broaden their content and pedagogical knowledge, including knowledge of state standards and of various methods of assessing student learning and achievement
- Offer opportunities for new and experienced teachers to analyze and reflect upon their teaching and build a foundation for the continued study of teaching
- Integrate new teachers into the social system of the school, district, and community
- Area of expertise for delivering professional development for teachers

OTHER DUTIES

- As assigned to support mentoring/coaching

KNOWLEDGE, ABILITIES AND SKILLS

- Possesses a deep content knowledge of state standards, district indicators, and pedagogical knowledge for grades 9-12
- Ability to analyze student work and assessments, diagnose, and prescribe effective research-based interventions for grades 9-12
- Supports the development and implementation of individual literacy plans
- Supports the teacher with instructional differentiation and the RtI process in the school
- Supports teachers with classroom management and parent communication strategies
- Maintains a genuinely positive outlook on the district and school's culture, climate, and goals
- Possesses effective listening, questioning, and collaborative team building skills in working with others
- Willing to learn from new teachers and have a reciprocal relationship with them
- Willing to devote the time necessary to meet with new teachers in a collaborative structure or individually

QUALIFICATIONS

- More than 5 years of secondary teaching experience, especially grades 9-12
- Master's degree with current Colorado Professional Licensure
- Experience in assessment practices: analyzing, diagnosing, and translating the data to instruction/differentiation
- Successful experience working with adults in the areas of coaching and professional training

ORGANIZATIONAL RELATIONSHIPS

The mentor/coach is evaluated by the Director of Professional Development with input from the Facilitator for Induction

WORKING CONDITIONS

JOB TITLE

JOB DESCRIPTION

- The work is performed in a typical school or office environment.
- Flexibility in daily work schedule is required

Mentor Coach - Grades K - 5

**SUMMARY OF FUNCTIONS**

The primary function is to provide a cycle of research-based support and coaching for K-5 new teachers in the Induction Program.

**ESSENTIAL JOB FUNCTIONS**

- Guide and support teachers with their professional portfolios for Induction, using the Developmental Continuum of Teacher Practice based on the Colorado Teacher Standards and aligned to the District 11 Evaluation
- Provide research-based strategies and support for new teachers in effectively meeting the challenges in the classroom (for example: classroom management, communication, curriculum, instruction, assessment)
- Enhance new teachers' ability to deal effectively with students, families, and colleagues who are diverse in terms of their cultural identities and learning styles
- Help new teachers deepen and broaden their content and pedagogical knowledge, including knowledge of state standards and of various methods of assessing student learning and achievement
- Offer opportunities for new and experienced teachers to analyze and reflect upon their teaching and build a foundation for the continued study of teaching
- Integrate new teachers into the social system of the school, district, and community
- Area of expertise for delivering professional development for teachers

**OTHER DUTIES**

- As assigned to support mentoring/coaching

**KNOWLEDGE, ABILITIES AND SKILLS**

- Possess a deep content knowledge of state standards, district pacing calendar, and pedagogical knowledge for K-5
- Ability to analyze student work and assessments, diagnose, and prescribe effective research-based interventions for reading, writing, and math K-5
- Support the development and implementation of individual literacy plans
- Support the teacher with instructional differentiation and the RTI process in the school
- Support teachers with classroom management and parent communication strategies
- Maintain a genuinely positive outlook on the district and school's culture, climate, and goals
- Possess effective listening, questioning, and collaborative team building skills in working with others
- Willing to learn from new teachers and have a reciprocal relationship with them
- Willing to devote the time necessary to meet with new teachers in a collaborative structure or individually

**QUALIFICATIONS**

- More than 5 years of elementary school teaching experience, especially grades K-5
- Master's degree with current Colorado Professional Licensure
- Experience in assessment practices: analyzing, diagnosing, and translating the data to instruction/differentiation
- Successful experience working with adults in the areas of coaching and professional training

**ORGANIZATIONAL RELATIONSHIPS**

The mentor/coach is evaluated by the Director of Professional Development with input from the Facilitator for Induction

JOB TITLE

JOB DESCRIPTION

WORKING CONDITIONS

- The work is performed in a typical school or office environment
- Flexibility in daily work schedule is required

JOB TITLE

JOB DESCRIPTION

Mentor Coach For 6th - 8th Grades

SUMMARY OF FUNCTIONS

The primary function is to provide a cycle of research-based support and coaching for 6th-8th grade new teachers in the Induction Program.

ESSENTIAL JOB FUNCTIONS

- Guide and support teachers with their professional portfolios for Induction, using the Developmental Continuum of Teacher Practice based on the Colorado Teacher Standards and aligned to the District 11 Evaluation
- Provide research-based strategies and support for new teachers in effectively meeting the challenges in the classroom (for example: classroom management, communication, curriculum, instruction, assessment)
- Enhance new teachers' ability to deal effectively with students, families, and colleagues who are diverse in terms of their cultural identities and learning styles
- Help new teachers deepen and broaden their content and pedagogical knowledge, including knowledge of state standards and of various methods of assessing student learning and achievement
- Offer opportunities for new and experienced teachers to analyze and reflect upon their teaching and build a foundation for the continued study of teaching
- Integrate new teachers into the social system of the school, district, and community
- Area of expertise for delivering professional development for teachers

OTHER DUTIES

- As assigned to support mentoring/coaching

KNOWLEDGE, ABILITIES AND SKILLS

- Possess a deep content knowledge of state standards, district pacing calendar, and pedagogical knowledge for grades 6-8
- Ability to analyze student work and assessments, diagnose, and prescribe effective research-based interventions for grades 6-8
- Support the development and implementation of individual literacy plans
- Support the teacher with instructional differentiation and the RTI process in the school
- Support teachers with classroom management and parent communication strategies
- Maintain a genuinely positive outlook on the district and school's culture, climate, and goals
- Possess effective listening, questioning, and collaborative team building skills in working with others
- Willing to learn from new teachers and have a reciprocal relationship with them
- Willing to devote the time necessary to meet with new teachers in a collaborative structure or individually

QUALIFICATIONS

- More than 5 years of middle school teaching experience, especially grades 6-8
- Master's degree with current Colorado Professional Licensure
- Experience in assessment practices: analyzing, diagnosing, and translating the data to instruction/differentiation
- Successful experience working with adults in the areas of coaching and professional training

ORGANIZATIONAL RELATIONSHIPS:

The mentor/coach is evaluated by the Director of Professional Development with input from the Facilitator for Induction

WORKING CONDITIONS

JOB TITLE

JOB DESCRIPTION

- The work is performed in a typical school or office environment
- Flexibility in daily work schedule is required

JOB TITLE

JOB DESCRIPTION

Mentor Coach for the Math-Science Integration Proj

SUMMARY OF FUNCTION:

The primary function is to provide a cycle of research-based support and coaching for K-5 teachers participating in the Math-Science Partnership (MSP) grant.

ESSENTIAL JOB FUNCTIONS (COMPETENCIES):

- Provide research-based strategies and support for teachers who are engaged in math-science pedagogical and curricular integration
- Capture video recordings of teachers for the purpose of analyzing and reflecting upon their teaching and build a foundation for continued professional development
- Assist teachers in deepening and broadening their math and science content and pedagogical knowledge, including knowledge of state standards and of various methods of assessing student learning and achievement

COMMUNICATES WITH STAKEHOLDERS:

- Assists in the collection, analysis, and reporting data for the development of program goals
- Assists the library technology educator to work with users in implementing and monitoring district policies, procedures, and security controls
- Assists library technology educator in communicating technology highlights to school communities
- Communications with library technology educator to facilitate implementation of school based, district, and regional technology, media, instructional staff development activities.
- with the development of systems/plan for inventory, repair records, equipment location, resource maintenance, and replacement/upgrade of technology equipment

OTHER DUTIES:

- Performs all other duties/work as assigned

KNOWLEDGE, ABILITIES AND SKILLS:

- Experience and ability to work with adult learners
- Possess deep science and math content knowledge of state standards, district pacing calendar, and pedagogical knowledge for K-5
- Ability to analyze student work and assessments, diagnose, and prescribe effective research-based interventions
- Maintain a genuinely positive outlook on the district and school's culture, climate, and goals
- Possess effective listening, questioning, and collaborative team building skills in working with others
- Willing to learn from teachers and have a reciprocal and transformative relationship with them
- Willing to devote the time necessary to meet with teachers in a collaborative structure or individually

QUALIFICATIONS

- Successful experience working with adults in the areas of coaching and professional training
- Greater than 5 years of elementary school teaching experience, especially grades K-5

JOB TITLE

JOB DESCRIPTION

- Master’s degree with current Colorado Professional Licensure
- Experience in assessment practices: analyzing, diagnosing, and translating the data to instruction/differentiation

ORGANIZATIONAL RELATIONSHIPS

•Reports to the Facilitator, Mathematics and K-12 with evaluation input from the Math Science Partnership grant Project Director and Colorado College faculty

WORKING CONDITIONS:

- The work is performed in a typical school or office environment and flexibility in daily work schedule is required.
- The work is regularly active with mostly walking and standing with periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis.
- Typical positions require workers to lift and carry up to 50 pounds, climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects, use fingers to operate computer or typewriter keyboards, identify colors, detect odors, and feel the shape, size and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

- Exempt

WORK YEAR

- 185 days/year. Additional days in the summer months may be required. Sun-setted position to end no later than June 30, 2014.

Mentor Teacher (TAP)

**SUMMARY OF FUNCTION**

Plans instruction and assessment aligned with District learner outcomes and State achievement standards. Mentors and coaches assigned students and teachers while maintaining a positive learning environment. Adapt instruction to meet the individual learning needs of all students and teachers resulting in an increased probability of advancing achievement. Provide coaching support to other teachers at the individual and cluster group levels focused on increasing student performance. Also, may serve as a facilitator for cluster group meetings under the leadership of the master teacher and principal. Partner with the principal and master teacher in observing other teachers. Provide instructional leadership, individual guidance and school-wide facilitation directed towards enhancing instructional effectiveness through the leading of cluster Professional Learning Communities (PLC) groups and the supporting of teachers in the classroom.

**ESSENTIAL JOB FUNCTIONS**

- Teaches the approved Colorado Springs School District 11 curriculum
- Assists in the development of effective goals and individual growth plans for the cluster (PLC) groups in collaboration with the buildings instructional leadership team
- Models the use and application of exemplary practices and provide examples of exemplary student work and evidence of learning as defined through TAP rubrics
- Consistently expands and individualize professional growth to accomplish the goals of Cluster (PLC) plans, and Individual Growth Plans (IGPs)
- May facilitate the meetings of cluster (PLC) groups to ensure full participation by all group members, personal growth of each teacher, and alignment of instruction to standards, consensus building and the accomplishment of the group's long and short-term goals
- Assists teachers in developing and utilizing standards based lesson designs that increase student learning
- Provides field tested demonstration lessons that apply best District practices, educational innovations and state standards through new learning, to improve instructional delivery
- Provides new learning that applies to cluster group goals and action planning and provides support for mentees to help improve their instructional practices
- Conducts regular observations of classroom teachers to assess evidence of teaching as defined through TAP rubrics and to gather information that will lead to instructional improvement through regular feedback which is communicated with a mutual understanding of the relationship between performance and observation scores
- Supports teachers in creating and maintaining systems for communicating student goals and successes
- Participates in the development and enhancement of a school-wide culture that promotes professional growth and student learning
- Provides support and knowledge that inspires and encourages the professional growth of teachers at cluster group and school-wide meetings as resources are utilized for enhancement of student learning
- Promotes and maintains student and teacher behavior expectations that are conducive to learning, maximizes learning time and increases the probability of advancing student achievement
- Establishes and demonstrates positive human relations with students, parents, other staff members, and the community
- Maintains an ongoing program of professional growth that meets District and team expectations and personal and professional goals
- Initiates and maintains the involvement of the community and parents in the learning processes at the school and ensures the accuracy, completeness, confidentiality, and security of all student information

JOB TITLE

JOB DESCRIPTION

- Complies with District and School policies and procedures

OTHER DUTIES

- Other duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrates the ability to interpret and organize data
- Demonstrates the ability to reach consensus on instruction that benefits student achievement
- Demonstrates the ability to work well with adult learners

QUALIFICATIONS

- BA degree required
- Relevant MA degree strongly preferred
- Minimum of five years of successful teaching experience
- Active teacher authorization or license issued by the State of Colorado
- Must be “highly qualified” according to Colorado’s definition of a “Highly Qualified” teacher under the No Child Left Behind Act (effective January 1, 2004 for current teachers and 2002-03 for newly hired teachers)
- Proven expertise in teacher professional development
- TAP Certified Evaluator (or obtain within 90 days of hire)
- Must be proficient in subject-matter content, instructional techniques and understands student needs
- Excellent instruction, communication and interpersonal skills
- Excellent time management and organizational skills

ORGANIZATIONAL RELATIONSHIPS

- Reports to School Principal/Assistant Principal
- Mentors teachers may facilitate and/or coordinate cluster (PLC) group meetings with assistance from the master teacher and principal, and provides instructional leadership that leads to improved student achievement
- Contact with students, parents, support staff, principal, district level administrators, teachers, master teachers, mentor teachers and community members

WORKING CONDITIONS

Work is performed in a typical school environment.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards, and a calculator. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS

Exempt

JOB TITLE

JOB DESCRIPTION

Middle School Building Manger

SUMMARY OF FUNCTION

Manages all maintenance and minor repairs in school complex, supervises staff performance, completes staff performance evaluations, and performs work assignments.

ESSENTIAL JOB FUNCTIONS

- Inspects school complex daily to ensure cleanliness, safety and timely correct completion or work
- Checks for vandalism and needed repairs and maintenance
- Schedules work assignments, supervises or actively participates in all phases of maintenance including routine cleaning of all areas of building and other required maintenance
- Responds to emergencies
- Monitors building systems including heating, air conditioning and ventilation, and security and lighting
- Reads meters, maintains utilities and budget logbooks
- Sends monthly reports to physical services
- Reports mechanical repairs, maintenance projects and emergencies which are beyond building staff capacity
- Submits job orders and coordinates scheduled repairs or projects through facilities production control
- Supervises or actively participates in all phases of grounds maintenance including snow removal, sweeping and grounds inspection
- Responds to special requests for custodial assistance from building administration, staff and outside organizations
- Maintains all required records including staff time sheets, cleaning supply/usage and building use by outside organizations and individuals
- Orders and/receives supplies
- Documents inventory
- Submits annual budget
- Schedules/participates in and supervises summer maintenance and major/projects

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of building and grounds operations and maintenance as applied to the requirements of a middle school
- Ability to direct all building operations of a middle school
- Ability to supervise others in the work
- Ability to perform building operations work efficiently
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- Completion of district required courses
- Four years of experience in all phases of building maintenance and repair including one year of assistant building manager experience or equivalent

ORGANIZATIONAL RELATIONSHIPS

Reports to Area Custodial Supervisor. Supervises technical and support staff within school building.

WORKING CONDITIONS

The work is performed in a middle school. Subject to rotational movement at

JOB TITLE

JOB DESCRIPTION

the need of the District and the discretion of the Area Custodial Supervisor, Custodial Foreman or the Facilities Operations & Maintenance Manager.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

WORK YEAR

260

**JOB TITLE****JOB DESCRIPTION**

Middle School Disciplinary Literacy Coach

**SUMMARY OF FUNCTIONS**

The Middle School Disciplinary Literacy Coach will collaborate with the Content Facilitators and middle school administrators to ensure that best practices in disciplinary literacy are implemented throughout the District in a consistent manner. The Middle School Disciplinary Literacy Coach will support classroom teachers in disciplinary literacy and thinking skills, in standards-based literacy in all content areas, and in the implementation of district curriculum and instructional practices.

**ESSENTIAL JOB FUNCTIONS**

- Model, observe, coach, and provide feedback to teachers in disciplinary literacy instruction in all content areas
- Support teachers in effectively incorporating Tier 1 literacy supplements and resources in lesson planning and instruction
- Support teachers in collecting, analyzing and responding to disciplinary literacy assessment data to inform instruction
- Develop and extend personal expertise through professional resources and research in disciplinary literacy instruction appropriate for middle school content area teachers.
- Provide professional development as requested
- Serve as liaison between the school and the Division of Instruction, Curriculum, and Student Services in the areas of disciplinary literacy and standards-based instruction.
- Collaborate with the Content Facilitators and middle school administrators to improve student achievement and fulfill the Unified School Improvement Plan's (USIPs) identified disciplinary literacy strategies at each site

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Extensive training and/or experience in literacy instruction
- Demonstrated knowledge and understanding of the literacy demands in all content areas
- Demonstrated competence in the creation, coordination, facilitation and presentation of building- and district-level professional development that supports disciplinary literacy
- Demonstrated abilities in establishing and maintaining trusting organizational and human relations, and in effective written and oral communication skills
- Demonstrated knowledge and understanding in implementing the Response to Instruction model

**QUALIFICATIONS**

- Must possess, or be eligible for, current Colorado (CDE) teacher licensure
- Must be Highly Qualified for teaching Grades 6-8
- Must have five or more years of proven, successful Grades 6-8 classroom teaching experience
- Prefer Master's degree in Instruction & Curriculum
- Prefer successful experience in working with adults in coaching/professional development contexts

**ORGANIZATIONAL RELATIONSHIPS**

- The Middle School Disciplinary Literacy Coach is evaluated by the Assistant Superintendent of Instructional Services or Designee with input from the building principals
- The Middle School Disciplinary Literacy Coach works collaboratively with the Content Facilitators

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in school and office environments.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity.

Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewrite keyboards.

The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

Middle School Mathematics Coach

**SUMMARY OF FUNCTIONS**

The Middle School Mathematics Coach will collaborate with the Mathematics Facilitator and middle school administrators to ensure that best practices in standards-based Tier 1 and Tier 2 mathematics curriculum and instruction are implemented throughout the District in a consistent manner.

**ESSENTIAL JOB FUNCTIONS**

- Models, observes, coaches, and provides feedback to teachers in mathematics instruction in Grades 6 - 8
- Supports teachers in effectively incorporating Tier 1 and Tier 2 math supplements and resources in lesson planning and instruction
- Supports mathematics teachers in collecting, analyzing and responding to mathematics assessment data to inform instruction in Tier 1 and Tier 2
- Develops and extend personal expertise through professional resources and research in mathematics instruction appropriate for middle school mathematics teachers
- Provides professional development as requested
- Serves as liaison between the school and the Division of Instruction, Curriculum, and Student Services in the area of standards-based mathematics curriculum and instruction
- Collaborates with the Content Facilitators and middle school administrators to improve student achievement and fulfill the Unified School Improvement Plan's (USIPs) identified mathematics strategies at each site

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Extensive training and/or experience in Tier 1 and Tier 2 mathematics curriculum, instruction and assessment
- Demonstrated knowledge and understanding of the literacy demands in mathematics.
- Demonstrated competence in the creation, coordination, facilitation and presentation of building- and district-level professional development that supports mathematics
- Demonstrated abilities in establishing and maintaining trusting organizational and human relations, and in effective written and oral communication skills
- Demonstrated knowledge and understanding in implementing the Response to Instruction model

**QUALIFICATIONS**

- Must possess, or be eligible for, current Colorado (CDE) teacher licensure
- Must be Highly Qualified for teaching Grades 6-8 mathematics
- Must have five or more years of proven, successful Grades 6-8 classroom teaching experience
- Preferred Master's degree in Instruction and Curriculum
- Preferred successful experience in working with adults in coaching/professional development contexts

**ORGANIZATIONAL RELATIONSHIPS**

- The Middle School Mathematics Coach is evaluated by the Assistant Superintendent of Instructional Services or Designee with input from the building principals and Mathematics Facilitator
- The Middle School Mathematics Coach works collaboratively with the Content Facilitators

**WORKING CONDITIONS**

The work is performed in school and office environments.

JOB TITLE

JOB DESCRIPTION

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewrite keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

## JOB TITLE

## JOB DESCRIPTION

Mobile Device Management System Admin.

**SUMMARY OF FUNCTION:**

Serves as District System Administrator for all Mobile Device Management Systems, Jamf and Lightspeed, along with management systems for Chromebook and Android Tablets. Also, responsible for planning, installation, operation, testing, and day-to-day troubleshooting, for Macintosh/PC network-based computer technology. Including Intranet site communication for networked computer technology, hardware, and software for all remote sites within District #11. Computer and printer maintenance including troubleshooting and repair.

**ESSENTIAL JOB FUNCTIONS:**

Responsible for day-to-day provisioning and monitoring of device usage as well as enrollment of new devices as they are added to inventory.

Creates, configures, installs, and manages device policies and profiles, for all Mobile Device Management platforms, within the District; specifically, iPads, Apple Laptop Computers, Apple Desktop Computers, Chromebooks, and Android tablets.

Coordinates and deploys newly enrolled devices to district departments, schools, and teams as needed

Integrates Apple DEP and ASM programs as required for Lightspeed and Jamf.

Setup, manage, and instruct teachers on operation of Apple classroom tool.

Setup, manage, and instruct teachers on operation of Google classroom tools.

Consults with users to create hardware, software, and system specifications, using systems analysis techniques and procedures. To ensure a District wide standardized and supportable operating structure. Work includes planning and implementing pilot projects.

Creates, tests and/or modifies computer systems and/or programs, includes products in beta, as prescribed by user and/or system design specifications. This work will also include proper documentation of process and procedures used.

Test, create, and/or modify computer programs to function on standardized District Operating System.

Plan, install, maintain, and troubleshoot various network and dual platform Macintosh/PC systems including Operating Systems, software, file servers, and associated network LAN/WAN devices.

Install, maintain, and troubleshoot network inter-connection in coordination with other IT personnel.

Consult with district staff in the installation/implementation and integration of network Macintosh/PC software and hardware.

Develop and implement in-service training activities for users and staff.

Provide technical and in-service assistance for inter/intra network communications including voice, data and video.

Work cooperatively with other departments and schools to improve operation and efficiency of network and Macintosh/PC systems.

Proficient with current Apple operating systems, including iOS.

Maintains logs, records, and files related to repair and productivity.

Keep informed of and disseminate information on developments and changes in the technology field.

Respond to Support Center, help desk, for support or identified problems.

Substitute for Support Center, help desk, personnel absentees.

**OTHER DUTIES:**

Performs related work as required.

**KNOWLEDGES, ABILITIES AND SKILLS**

Knowledge of Mobile Device Management solutions, setup and operation, with capabilities to manage Mac OS X, macOS, iOS, Chrome OS, and Android platforms.

Knowledge of classroom management systems and ability to articulate as well as instruct operation of such systems.

Knowledge of the principles, concepts, practices and the understanding of a wide variety of WAN/LAN/PC operating systems and protocols including Windows XP, Windows 7, Windows 10, Windows Server 2008 and higher, Macintosh O/S 10.00 and higher, TCP/IP stack.

Knowledge of the principles, concepts and practices of networking, configuration, hardware and software as applied to the requirements of the District.

Apple certification and experience remotely managing Mac platform workstations extremely helpful.

Printer and peripheral maintenance and repair extremely helpful.

Ability to plan, install, operate and maintain site technology hardware and software.

Ability to communicate effectively using strong written, verbal, and electronic communication skills.

Ability to work cooperatively and coordinate effectively with others that possess both technical and non-technical backgrounds.

**QUALIFICATIONS:**

Bachelor degree or equivalent, telecommunications network management and/or directly related field or equivalent work experience.

Minimum three years experience in dual platform (Mac/PC) network technologies, fileserver setup and operation, LAN/WAN telecommunications,

JOB TITLE

JOB DESCRIPTION

network management and/or related fields with demonstrated knowledge in these areas.

Demonstrated ability to learn new technologies and to seek certification for some.

Demonstrated knowledge of networking and/or CNNA or MCSE certification preferred.

Demonstrated competencies in the use of a variety of instructional and business platforms, operating systems, and related technologies.

Demonstrated knowledge and experience with Mobile Device Management platforms.

Certifications for Mobile Device Management systems extremely helpful.

**ORGANIZATIONAL RELATIONSHIPS:**

Reports to Director of Technical and Support Services.

**WORKING CONDITIONS:**

The work is performed in a typical office environment, and field work at remote locations.

**PHYSICAL DEMANDS:**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS:** Exempt

**WORK YEAR:** 260 Days

Multi-Media Specialist/Video Editor

**SUMMARY OF FUNCTIONS**

Under the direction of the Media Production Services manager, the Multimedia Specialist/Video Editor is responsible to maintain the overall professional on-air look of the districts cable channel, Social Media and online presents with the creation of motion animation graphics and videos shows and promotions. The multimedia specialist/video Editor duties also include the title of district photographer. S/he is responsible for photography of various district branding campaigns for print and various media distribution. The Multimedia Specialist/video Editor will provides consultation services and presents professional development activities in the areas of graphics, photography, video production, social media and related areas to support staff and students. The Multimedia Specialist/Video Editor will also manage the departments small Unmanned Aircraft System, airspace waivers and hold proper FAA certification for remote pilot. The Multimedia Specialist/Video Editor will assist in the implementation and development of emerging media including Social Media, Online Media channels, Immersive media and automated camera systems.

**ESSENTIAL JOB FUNCTIONS (COMPETENCIES)**

- Provides print/graphic/media/video/television resources to support teaching, learning, marketing, and communication.
- Designs and renders graphics, titles, photos, layout, illustrations and animation for all types of print and visual productions.
- Provide - closed captioning and descriptive audio for promotional videos and edits
- Produces visual presentations based on customer needs, using tools like PowerPoint and Pro-Presenter.
- Provides consultation and in-service training in such areas as Computer software (Photoshop, Premiere) and audiovisual equipment operation
- Maintains and updates work order files.
- Assists with designing and constructing of sets for video productions
- District Photographer for; events, portraits, advertisements, aerial and various district events.
- Capture and edit photographs for video, print publication, social media and website.
- Set-up photographic equipment in studio and remote locations including Strobes, background sets, reflectors, stands, etc.)
- Archive Photographs for district
- Coordinate and schedule photo sessions
- Storyboards and writes scripts for video productions.
- Record audio voice-overs for promotional, instructional and informational media.
- Assists the Media Production Services manager to maintain all daily functions of Media Production Services.
- Manage and maintain FAA Regulations for small Unmanned Aircraft System (Drone) for department.
- Use sUAS (drone) to record video and photographs for district needs.
- Assist schools and other departments with sUAS standards and use
- Assist Media Production Services manager in engineering needs, installation and configuration of the professional broadcast equipment.
- Maintains an archival library of District photos.
- Operate the video automation system to program the district's cable channel
- Assists with studio and field television/video production, including but not limited to lighting, audio, equipment set-up, camera operation.
- Coordinate and schedule pre-production, production and post-production meetings with clients and stakeholders.
- Helps maintain studio equipment and lights, including the ability to climb and work on a 10 foot stepladder.
- Assists with repair inquiry and orders of equipment.
- Assists with computer upgrades and equipment recommendations

## JOB TITLE

## JOB DESCRIPTION

- Assists with remote audiovisual system setups and breakdowns.(PA, Projectors, screen, etc.)
- Helps maintain a positive working environment by displaying a professional, inviting manner in working with students, staff and community.
- Creates informational billboards to display on the character generator system, using District approved standardized process and format.
- Provide duplication and file format transcoding support.
- Upload media content to various media distribution (Vimeo, YouTube, Medial)
- Assist in the development and implementation of immersive media (360 VR)
- Inspects, cleans, and puts away equipment after each use.
- Completes paperwork for needed equipment repair.
- Assist with Standard Operation Procedures (SOP's) for department
- Record and edit the Superintendent's Monthly News program.
- Remote truck operations duties including but not limited to- Director, Camera Operator, Replay, CG, Audio, drone operator, etc.
- Board of Education Live Meeting production support utilizing remote multi-cam system.
- Provides support and training for the District's streaming and video on demand systems.
- Helps maintain Media Production Services website and video store.
- Assists the manager of Media Production Services with the configuration of hardware, software, and professional development needed to maintain a high performing work environment.
- Helps determine District standards for AV equipment.
- Maintains the official web-based schedule for the District's cable channel when Manager requests.
- Leads and facilitates collaboratively
- Participates in graphics/media/television/video/technology related professional development activities.
- Assists with the identification and provision of opportunities for the graphic/media/video/television production services to serve in a learning and technology-rich organization.
- Collaborates with community members and district staff to increase the community's awareness of what the district is doing to accomplish its mission of continuous improvement of student achievement. Works within the goal of providing quality programming for the District 11 cable channel and website.
- Collaborates with personnel from other school districts, academic institutions, libraries, and television stations to facilitate television/video production, instruction and education.
- Analyzes and solves problems effectively
- Collaborates with the Media Production Services staff to resolve technical issues and safety/site concerns.
- Collaborates with appropriate stakeholders to solve problems effectively.
- Listens to customers concerns, confirms understanding of the concerns and provides solutions clearly and efficiently so that both parties have a mutual understanding of the work to be done.
- Organizes complex tasks and processes
- Assists the Media Production Services manager with the development of systems for: project record management, hardware and software troubleshooting, equipment location, maintenance and replacement/upgrade of graphic/television/video/technology equipment.
- Maintains a digital archival library of District photos.
- Communicates with stakeholders
- Serves as a representative for interaction with community members and district staff and provides training and consulting services to principals, school-based video production/studio staff, teachers, library technology staff, and students.

- Assists media/video production services manager and users in implementing and monitoring district policies, procedures and security controls.
- Serves as a public relations representative for the Communications and Community Relations Department.

**OTHER DUTIES**

Performs all other duties/work as assigned.

**KNOWLEDGES, ABILITIES AND SKILLS**

Demonstrated knowledge, competence and skills in methods, techniques and materials used in graphic production.

Demonstrated knowledge, competence in various graphical related software including but not limited to Power Point, Photoshop, Premier, Pro Presenter, and After Effects.

Demonstrated knowledge, competence in using photographic equipment and related editing software to produce formal photographs of District 11 staff members and Board of Education Directors.

Demonstrated knowledge, competence and skills in the development of television/web video production.

Demonstrated competence to lift and carry camera/video equipment on location shooting, including loads up to 50 pounds on a daily/weekly basis. Ability to operate keyboard devices at moderate speed with a high accuracy rate.

Ability to foster and manage change.

Ability to use video cameras, computers, VCRs, video projectors, scanners, e-mail, fax and copy machines and other related television/video/technology equipment.

Ability to drive production van(s).

Demonstrated abilities in organizational, human relations, oral, visual, and written communications skills.

Ability to work cooperatively with others and as a team member.

Ability to work a flexible schedule that may include extra hours mornings, nights, or weekends if necessary.

**QUALIFICATIONS**

- Four year degree in graphic arts, computer graphics or related field.
- Valid Colorado Driver's License.
- Safe driving record.
- FAA Part 107 Commercial sUAS Pilot Certification
- 2 years Television/video and/or technology experience preferred.
- Demonstrated technical competencies in video and computer hardware preferred.
- Must be able to drive a 16' Television Remote Truck. (CDL not required)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Media Production Services manager and is evaluated by the Media Production Services manager.

**WORKING CONDITIONS**

Work is performed in a graphics/television/video production studio or in a variety of field locations. Some early mornings and late evenings are considered a part of normal working conditions and hours.

**PHYSICAL DEMANDS**

The work is a combination of sedentary and active with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs or ladders; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects, recognize colors and

JOB TITLE

JOB DESCRIPTION

odors, and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

**WORK YEAR**

260 days

JOB TITLE

JOB DESCRIPTION

Multi-Support Assistant

SUMMARY OF FUNCTION

Drives a school bus to transport students to and from school and school activities. Assists in meeting the needs of students, teachers and administrative staff in the schools.

ESSENTIAL JOB FUNCTIONS

- Conducts pre-trip and post trip inspection to insure bus is safe and ready for operation
- Checks tires, mirrors and liquid levels
- Cleans and inspects vehicle after run is completed
- Drives scheduled route
- Transports students to and from school
- Enforces riding rules and policies among riders
- Reports disciplinary infractions to school principal
- Completes all paperwork associated with driving duties
- Uses two-way radio to communicate with base station regarding special conditions as needed
- Provides assistance to students and staff in building--may be in the classroom in small groups, one-on-one, lunchroom or campus setting
- Performs duties such as filing, copying, maintaining records and files
- Performs routine maintenance duties as assigned
- Supervises students in classroom or other areas

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of applicable laws and rules governing vehicle operation
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Ability to operate keyboard devices at moderate speed
- Ability to operate a school bus safely
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent
- Red Cross Multi-Media First Aid certificate
- Valid driver's license

ORGANIZATIONAL RELATIONSHIPS

Reports to Dispatcher and Building Principal.

WORKING CONDITIONS

The work is performed on school buses and at schools.

PHYSICAL DEMANDS

The work involves operating a bus and perform routine office or related work at a school. Typical positions require workers to lift and carry up to 20 pounds; climb stairs and ladders; bend, kneel, crouch and crawl; hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Multi-Tiered System of Support (MTSS) Facilitator

The position of Multi-Tiered System of Support (MTSS) Facilitator will collaboratively develop, implement, and sustain the districts MTSS framework across the K-12 system. This position will work across departments and offices to increase the delivery and use of behavioral interventions, increase Social Emotional Learning (SEL) competencies, and ensure the implementation of the district's Comprehensive Student Support Model (CSSM) meets the diverse needs of all students. The Facilitator works under the supervision of the Executive Director of Student Success and Wellness.

**ESSENTIAL JOB FUNCTIONS**

- Lead the planning, implementation, and evaluation of new programs and curriculum and/or the modification of existing programs and curriculum to meet the unique learning needs of students and identify and allocate resources based on programming needs
- Work alongside the Department of Special Education to bridge and align resources to support and carry out their department objectives, as well as, those goals, objectives, and plans within the Department of Student Success and Wellness
- Lead and provide training for the district's Crisis Response Team including but not limited to postvention and aftercare services
- Consult and problem solve with K-12 administration and district level staff on issues concerning SEL, behavioral interventions, psychological assessments, social work programming and MTSS practices
- Market and communicate the district's SEL practices and MTSS framework to school, district and community stakeholders
- Maintain and generate new community partnerships that support SEL practices in K-12 schools
- Use multiple types of and sources of data to accurately inform problem-solving efforts at either the organizational or the student levels
- Collaborate with all Facilitators to include core content areas, Gifted and Talented, English Language Learners, Counseling Services and Special Education to achieve alignment and outcomes identified in the district's strategic plan
- Plan, coordinate, and provide professional development to District 11 personnel regarding Trauma Informed Practices, the three-tiered model of service delivery, behavioral interventions, and evidence-based instructional practices in academic content areas in positive behavior management

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrate effective interpersonal communication skills that build trust and relationships among all stakeholders to support the implementation and use of MTSS and CSSM with fidelity
- Ability to motivate and effectively lead teams
- Knowledge of Colorado's Multi-Tiered System of Support (MTSS), CASELs Competencies, Trauma Informed Care practices,

and behavioral interventions

- Ability to navigate and promote sensitivity with issues of race and equity
- Ability adapt to a changing work environment with a positive attitude and problem-solving approach
- Ability to communicate and collaborate with community agencies, internal groups and committees
- Ability to manage and prioritize budgetary, grant, and title funds to meet the district's strategic plan
- Ability to work effectively on cross-content planning teams and district-wide initiatives

**QUALIFICATIONS**

- Master's Degree in education, school counseling, school psychology, social work or equivalent preferred
- At least five (5) years' experience in public and/or private school

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Executive Director of Student Success and Wellness

**WORKING CONDITIONS**

- The work is performed in a typical office environment and in schools
- Flexibility in daily work schedule is required
- Some summer training may be required

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**WORK YEAR:**

207 Days

**FLSA STATUS**

Exempt

Network Engineer - Lead

**SUMMARY OF FUNCTIONS**

Under the direction of the Director, Network and Telecommunications this position coordinates the day to day activities of Network Services Personnel. Coordinates network staff development activities in partnership with the other Information Technology departments. Responsible for the design, recommendation, installation, setup, testing, monitoring, troubleshooting, and maintenance of the District's data communications and network systems to include file servers, Internet servers, routers, multiplexors, switches and data communication lines in a WAN/LAN environment. Responsible for the technical aspects of Internet/Intranet access for the District. Responsible for coordinating District E-Mail access including parent/student communication services.

**ESSENTIAL JOB FUNCTIONS**

- Coordinates the performance of Network Services daily operation: including design, installation, setup, testing, monitoring, troubleshooting, and maintenance of the Districts data communications, and Internet LAN/WAN network systems
- Implements departmental objectives to ensure support and alignment with division, District, and Strategic Plan goals
- Performs lead responsibilities for Network Services staff
- Coordinates with district personnel on data and Internet networking solutions along with providing assistance for acquisition of hardware and software to meet district, department, and user needs
- Conducts, plans, and organizes staff development programs needed to provide information on new systems and/or hardware and software issues
- Designs, implements, and monitors security procedures for data communications hardware, networks, Internet systems, PC systems, and associated data
- Keeps informed of, maintains outside contacts for, and disseminates information on developments and changes in the data communications and network technology fields. Creates, updates, and disseminates departmental documentation and user guides as needed
- Coordinates the cost-effective use of outsource services in support of the District technology plan
- Supports the ad hoc reporting requests through use of SQL reporting tools

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrated competencies in the design, installation, maintenance, and support of WAN/LAN systems, Internet systems, routing and bridging technologies, varied cabling solutions, and data systems Ability to develop and oversee large and small projects
- Ability to perform system analysis to repair system future
- Ability to troubleshoot, repair, or make recommendations for system repair and enhancements
- Ability to work cooperatively and foster team spirit with others, individually, in teams, in committees, and in work groups
- Ability to foster and manage change, and actively promote growth of technology competencies among all staff
- Ability to keep up with technology trends to make recommendations for future system changes
- Demonstrated oral and written communication skills

**QUALIFICATIONS**

- Bachelors degree or equivalent work experience in Computer Science,

JOB TITLE

JOB DESCRIPTION

- network management, and/or directly related field
- Understanding of a wide variety of WAN/LAN/PC operating systems and protocols including MS-DOS,
  - Windows, NT, MAC O/S, Unix, and TCP/IP
  - Five (5) years experience in LAN/WAN networking and various related technologies
  - MSCE/CCNE certifications
  - Four (4) years of progressively responsible experience in managing networks, and related activities of a large computer installation
  - Valid Colorado drivers license with good driving record

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Director, Networking and Telecommunications and provides feedback to Director

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is partly sedentary with period of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs; bend; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

JOB TITLE

JOB DESCRIPTION

Night Building Manager

SUMMARY OF FUNCTION

Oversees the night cleaning and maintenance crew in performing daily cleaning of building.

Supervises evening events. Monitors halls and discourages vandalism. Secures and locks building.

ESSENTIAL JOB FUNCTIONS

- Meets with building manager at beginning of shift to determine work priorities for the evening
- Oversees evening staff in performing evening cleaning duties
- Supervises scheduled events for the students and public
- Unlocks necessary facilities, arranges furniture as needed
- Monitors hallways to insure restricted access to off limits areas of the building
- Closes and locks building following event
- Inspects buildings mechanical facilities for problems
- Checks for breakdowns and notifies related personnel if needed
- Performs routine cleaning and maintenance of building facilities
- Mops floor, sweeps and vacuums floors and carpets, cleans facilities, etc.
- Records and documents evening activities and any problems that arise during shift to communicate to Building Manager
- Responsible for pool water quality control to include proper dispensing and storage of pool chemicals; system component maintenance to include chemical dispensing equipment, pumps, filters, etc.; verification of daily inspection and preventative maintenance checklists as well as following written procedures and standards

OTHER DUTIES

Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of building and grounds operations and maintenance as applied to the requirements of a school

Ability to perform all phases of building operations and to make minor building repairs

Ability to communicate effectively

Ability to work cooperatively with others

Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

High School diploma or equivalent

Two years of building custodial experience

ORGANIZATIONAL RELATIONSHIPS

Reports to Building Manager.

WORKING CONDITIONS

The work is performed in District buildings.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

JOB TITLE

JOB DESCRIPTION

Nonexempt

JOB TITLE

JOB DESCRIPTION

Non-CDL Bus Driver

SUMMARY OF FUNCTION

Transport students (others as directed) to and from school, school to school, or to school related events in non-cdl school buses, activity buses or other vehicles operated by the district.

ESSENTIAL JOB FUNCTIONS

- Performs pre and post trip inspection of district vehicles to comply with all rules of US Department of Transportation, Colorado Department of Education and D-11 regulations, policies and standards
- Performs all emergency functions including evacuations (rear exit, window exit and roof exit as required). Attends to all medical emergencies, for example, seizures or suctioning, etc.
- Responsible for driving all non-cdl district vehicles used for transporting students / passengers
- Provides instruction and direction to passengers as necessary
- Responsible for student management / maintaining discipline on the bus
- Performs administrative responsibilities including but are not limited to: development of seating charts, documenting student conduct, maintaining records, documenting maintenance related issues, working hours, logs, accident reports, etc.
- Fuels and cleans transportation vehicles
- Performs responsibilities as a bus assistant to include, but not limited to: Securing special needs / preschool riders in wheel chair restraints, safety vests, car seats and other ancillary equipment as necessary
- Assists students as needed to board and exit the bus to include placing / maneuvering wheelchairs on and off lifts
- Uses two-way radio to communicate with base station regarding special conditions as necessary

OTHER DUTIES

- Performs all other related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of applicable laws, rules, policies and procedures governing vehicle / school transportation operations
- Ability to operate all non-cdl district transportation vehicles
- Ability to apply and wear district provided safety equipment
- Ability to perform pre / post trip requirements unassisted
- Ability to communicate effectively
- Ability to work cooperatively with others and be a team player

QUALIFICATIONS

- Be a minimum of 21 years of age
- High school diploma/equivalent
- Pass the annual Colorado Department of Education Non-CDL School Bus Operators Test (written and skills)
- Meet District's requirements for insurability

Within 90 days of hire, applicants must:

- Acquire a valid Colorado driver's license.
- Acquire valid First Aid and CPR Certificate

ORGANIZATIONAL RELATIONSHIPS

Reports to the Operations Manager. Works in cooperation with Team Leader, dispatchers, route schedulers, drivers, school staff and security.

WORKING CONDITIONS

Performed on non-cdl school buses and activity buses, on the lot and at schools / serviced locations. In all weather conditions.

PHYSICAL DEMANDS

JOB TITLE

JOB DESCRIPTION

The work involves operating a non-cdl school or activity bus. Typical positions require worker to be capable of climbing stairs, crawling, bending, kneeling, and reaching. Dragging and lifting from floor to shoulder height 60 lbs. on an occasional basis. Pushing, pulling, and carrying up to 50 lbs. on an occasional basis, and lifting shoulder to overhead 20 pounds on an occasional basis. Must be able to hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors. Must pass the U.S. Department of Transportation (DOT) Medical Examination. Subject to USDOT approved substance abuse testing program.

FLSA STATUS  
Non-exempt

JOB TITLE

JOB DESCRIPTION

Non-certified Tutor

SUMMARY OF FUNCTION

This is an instructional support position that facilitates students in learning subject matter and skills that will contribute to their development as able and responsible students. The employee guides the learning process toward the achievement of curriculum goals, content standards, and identified achievement gaps. The tutor employs a variety of instructional strategies and assessments and utilizes appropriate technology to facilitate student learning. The tutor displays personal and professional qualities that promote a safe and caring environment conducive to student learning such as maintaining confidentiality, collaborating with staff, accepting constructive feedback, being a positive role model, treating others with respect, etc.

ESSENTIAL JOB FUNCTIONS

- Works collaboratively and cooperatively with instructional staff, and others in delivering tutorial services
- Provides for effective instructional strategies to meet the identified learning needs of individual students assigned to him or her
- Encourages students to set and maintain standards of appropriate classroom behavior
- Supervises students assigned to him or her and ensures their safety
- Monitors student progress on a regular basis and provides meaningful feedback to students

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Ability to support students who have identified gaps in achievement
- Integrated technology skills to support the content area(s) and student learning
- Ability to communicate and work effectively with students, staff, and parents

QUALIFICATIONS

- High School Diploma or equivalent
- Successful experience working with students preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal.

WORKING CONDITIONS

The work is performed in a school classroom or computer lab setting.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 30 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; and feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Nurse

## Summary of Function

The school nurse is a member of the total educational team who instructs and directs children and staff to promote the mental and physical health of students so that they may participate in and benefit from the educational program. To accomplish this task, the nurse will perform or supervise the performance of the following services as established by the Standards of School Nursing Practice and in accordance with the Colorado Nurse Practice Act.

## Essential Job Functions

- Ensures that the health needs of students are addressed during the school day
- Manages communicable diseases outbreaks
- Directs the immunization program
- Oversees delegated nursing tasks
- Develops and implements health care plans
- Serves as liaison between teachers, administrators, parents, and community health care providers
- Provides for the care of acute health care needs, including emergencies
- Conducts health assessments, including all required evaluation for students with suspected disabilities
- Oversees vision and hearing screening programs
- Oversees the medication administration policy of schools
- Prepares and submits appropriate reports and written summaries, including all required documentation for Medicaid reimbursement.

## Other Duties

- Performs related work as required

## Knowledge, Abilities and Skills

- Understand and demonstrate knowledge in development of health care plans
- Knowledge of medication administration policy
- Knowledge of delegation practices to include training, supervision and documentation
- Knowledge of health issues commonly associated with school age children
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards based education
- Knowledge of special education identification processes
- Ability to demonstrate knowledge of district policy and state and federal laws regarding nursing services to general education and special education students
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

## Qualifications:

- Bachelor of Science in Nursing
- Appropriate State (CDE) licensure/certification

## Organizational Relationships

Reports to Principal

## Working Conditions

Work is performed in a typical school setting or office environment

## Physical Demands

JOB TITLE

JOB DESCRIPTION

The work requires periods of physical activity. Typical positions require workers to walk or stand for long periods of time, lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computers or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

FLSA: Exempt

**JOB TITLE****JOB DESCRIPTION**

Nutrition Procurement & Distribution Specialist

**SUMMARY OF FUNCTIONS**

A position involving support of purchasing, storing, and distributing food, supplies, and equipment for the Food & Nutrition Services department. This position will serve as a staff assistant to support the Director of Food & Nutrition Services in the area of Purchasing and Distribution. This position works under the supervision of the Director and will be assigned responsibility to provide basic purchasing support and supervision.

**ESSENTIAL JOB FUNCTIONS**

- Prepares and maintains procurement files (i.e., contracts, purchase orders, solicitations, closeout files, etc.)
- Supports preparation of solicitations, requests bids/proposals for needed foods, supplies, and equipment.
- Oversees department Distribution Drivers, Distribution Assistants and department Warehouse personnel.
- Oversees cleanliness and upkeep of Food and Nutrition Services vehicles and equipment related to Distribution.
- Assists Department Management by monitoring progress and performance of contractors to include invoice/contract price reviews.
- Collects and compiles "price trend" and "market conditions" data and keeps informed of sources and new product development. Supports research of products, equipment, and services.
- Maintains FNS price contracts in accordance with District 11 policies.
- Communicate and problem-solve with vendors and staff in order to best serve department's purchasing needs.
- Contacts vendors to place orders.
- Prepares reports and runs MCS Edison applications as required to ensure the proper amount of food and supplies are on hand and distributed as needed for the daily menus and a la carte sales.
- Coordinates monthly inventory reviews to include a "physical" count and price audit of the warehouse. • Supports the Area Supervisors and District Chefs to review elementary, middle school, high school, and charter schools monthly inventory.
- Maintains inventory and par levels of stock in the warehouse.
- Follows up with orders to sites from distributors to ensure correct items are ordered.
- Collects, maintains, and submits Food Service purchase reward programs.
- Provides customer service to school sites through business communications like telephone, email, and Edison software.
- Oversees distribution system of food, supplies, and equipment rentals.
- Oversees BBQ grills for school lunches and special event district rentals.
- Oversees food rescue and recovery operations to support our community.
- Participates and leads in training classes for MCS Edison.
- Receives stock, unloads trucks, pulls site orders, helps with deliveries – when necessary.
- Maintains and updates prices and price contracts in Edison.
- Receive and process warehouse orders, walk-ins and add-ons from individual school sites on a daily basis.
- Coordinates FNS equipment movement and/or disposal.
- Provides timely and quality customer service and support.
- Participates in special projects and initiatives and performs special assignments as identified by department management.

**OTHERS DUTIES**

- Performs related duties as assigned. Delegates tasks accordingly.

**KNOWLEDGE, ABILITIES AND SKILLS**

JOB TITLE

JOB DESCRIPTION

- Knowledge of various office automation software programs, tools and techniques to support office operations and produce a variety of documents such as letters, reports, spreadsheets, databases, and graphs.
- Knowledge of correct grammar, spelling, punctuation, capitalization and format to accurately prepare and edit written correspondence and reports.
- Knowledge of office functions to screen telephone calls and visitors, prepare and review correspondence, and perform other administrative work of the organization.
- Knowledge of format and clerical procedures to arrange a variety of material from different sources.
- Ability to locate, assemble and compose information for routine reports, inquiries, and non-technical correspondence.
- Ability to communicate effectively, both orally and in writing, using tact, respect, and courtesy.
- Ability to plan, organize work and meet deadlines.
- Ability to establish performance goals and assess progress toward their achievement.
- Ability to establish effective working relationships with others.
- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work.
- Pursues designated training to maximize proficiency in related work.

QUALIFICATIONS

- Education and/or experience in purchasing, nutrition, and office experience is preferred.

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Food & Nutrition Services.

WORKING CONDITIONS

The work is primarily performed in a typical office environment with periods of time at work-sites, off-site work will be required for pre-bid conferences and site visits.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity, and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to use normal or aided vision and hearing.

FLSA STATUS

Non-exempt

Occupational Therapist

**SUMMARY OF FUNCTION**

This position provides specialized programming for students with disabilities who are eligible for Special Education services as defined by the Individual with Disabilities Education Act and the Colorado Exceptional Children's Education Act. Occupational Therapist will provide individualized instruction to develop educationally related fine motor, visual motor, visual perceptual, sensorimotor, and/or self-help skills in order to assure students receive reasonable educational benefit and have equal access to the general education curriculum. Displays personal qualities which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

**ESSENTIAL JOB FUNCTIONS**

- Complete assessment of student to determine if fine motor, visual motor, visual perceptual, sensorimotor, and/or self-help skills impact access to school environment and individualized curriculum
- Prepare for IEP meetings to include collaboration with staff, interpretation of assessments, and documentation
- Actively participate in the IEP meeting
- Attend parent conferences or other meetings as needed
- Provide direct support to students to address educational needs identified by multidisciplinary team
- Provide ongoing consultation with school staff and parents to support access to special education programming
- Prepare reports and appropriate documentation to assure accountability, including Medicaid billing
- Follow state and federal regulations related to special service providers
- Promote independent functioning within the educational setting for access skills such as self-help, feeding/eating, dressing, and toileting
- Provide specialized in-service training for school staff to enhance student achievement
- Interface with outside professionals and community agencies
- Distribute and maintain adaptive equipment as needed
- Modify classroom tools or environments to increase student achievement
- Consult and collaborate in the RtI process by providing strategies and interventions for Tier II and Tier III students
- Coordinate and plans for a flexible schedule required for multiple destinations and student/staff schedules
- This frequently requires extensive travel and planning time
- Consult with Risk Management as needed for student and staff safety

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Current knowledge of a variety of curricular modification/accommodation strategies
- Current knowledge of State and Federal Special Education law, rules and regulations
- Knowledge of using data analysis to develop and monitor instructional programs
- Knowledge of general organization and functions of public school system
- Good communication and organizational skills
- Ability to form professional relationships with a variety of individuals
- Knowledge of child and adolescent development
- Ability to communicate effectively and resolve conflict with students, parents, and community groups

JOB TITLE

JOB DESCRIPTION

- Demonstrates accomplishments in keeping professionally current

QUALIFICATIONS

- Registered Occupational Therapist
- National Board for Certification in Occupational Therapy
- Colorado DORA license
- Colorado Department of Education Professional Special Services License

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director of Special Education or Designee

WORKING CONDITIONS

The work is performed in a school classroom or other school environment.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Odyssey Early College - Principal (ECCO)

**SUMMARY OF FUNCTION**

Assists the senior principal in using innovative and adaptive strategies around Early College and Career Pathways to empower each student to succeed academically and behaviorally. Assists the senior principal in the overall administration of school functions; Implements staff development and is responsible for evaluations, discipline, budgeting, and daily school administration. Responsibilities in assessing needs, data collection and analysis, and designing programs to increase student achievement, college enrollment, and graduation.

**ESSENTIAL JOB FUNCTIONS**

- Recruit students for the Early College High School and Career Pathways programs
  - Cultivates partnerships with local colleges and universities to enhance the success of Early College and Career Pathway programs
- Conducts teacher evaluations and assists in developing instructional goals to increase student achievement and professional growth of all employees
- Directs the implementation of the school discipline model
  - Assists principal and staff in curriculum and staff development and in coordinating and implementing special projects
  - Maintains contact and collaborates with students, parents, and staff to ensure a safe and productive learning environment of continuous improvement
  - Counsels students, staff, and parents as needed and responds to student problems/crises
  - Supervises daily student and staff activities, classrooms, lunchroom, hallways, campus grounds, assemblies, field trips, and various student activities
  - Represents school in outside activities
  - Serves on district committees and community groups.
- Attends/supervises extracurricular student activities and functions
- Represents school in outside activities
  - Serves on district committees and community groups
  - Attends/supervises extracurricular student activities and functions
  - Assists senior principal with managing school facilities and developing disaster, safety, crisis and evacuation plans
  - Promotes building security
  - Monitors budgets and allocating internal funds that are aligned with the District's Business Plan and School Improvement Plan

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to increase student achievement, as evidenced by results
- Knowledge of subject areas, curriculum alignment, standards-based education, technology, and continuous improvement model
- Knowledge of technology as an educational tool for data collection and analysis to drive instruction
- Ability to use database, spreadsheet, and word processing software
- Knowledge of the general organization and functions of a public school system
- Knowledge of public school laws, rules, and regulations
- >Knowledge of the application/enrollment process for UCCS and PPCC
- >Understand the dual-enrollment process and how credits are calculated for both high school graduation and college diploma
- Ability to communicate effectively and mediate conflicts with students, staff, parents, and community groups
- Ability to provide leadership to school staff, students, parents, and the community
- Ability to evaluate and supervise professional and support staff for

JOB TITLE

JOB DESCRIPTION

- continuous growth to increase student achievement
- Strong organizational and time management skills
  - Demonstrates professional growth to increase student achievement

**OTHER DUTIES**

- Performs related duties as required

**QUALIFICATIONS**

- Master's degree in education or education-related field
  - Colorado Initial or Professional School Principal License required
  - Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position)
- Knowledge of the Concurrent Enrollment Act

**ORGANIZATIONAL RELATIONSHIPS**

- The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.
- Provides leadership and supports Roy J. Wasson Academic Campus as a whole
- Supervises school staff
- Interacts with and focuses on students and customers
- Maintains relationships with UCCS and PPCC

**WORKING CONDITIONS**

Works is performed in a typical office/school environment.  
Work is performed in an alternative and nontraditional school environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

226 Days

**JOB TITLE****JOB DESCRIPTION**

Office Accounting Clerk Assistant

**SUMMARY OF FUNCTION**

The Office Accounting Clerk for the Department of Fiscal Services will be assigned responsibility to process and pay approved invoices and requests for payments.

**ESSENTIAL JOB FUNCTIONS**

- Processes and pays approved invoices and requests for payment
- May post transactions into general ledger
- Checks invoices for discounts, correct prices, quotes, correct products, proper billing, source of error; reconciles as needed
- Provides training to schools and administration departments on accounts payable procedures that will facilitate the prompt payment of their requests
- Maintains related files and records
- Monitors and updates computerized files
- Monitors purchasing process and flow of papers
- Notifies appropriate personnel of exceptions/irregularities
- Enters data into PeopleSoft, Outlook and Excel
- Responds to inquiries from district employees and vendors regarding the status of accounts
- Researches discrepancies
- Generates and prepares related reports as needed. Compiles data and processes information into report format
- Assists in gathering materials for audit
- Scans invoices, statements and other documents into electronic form for electronic transmittal, archiving or audit purposes

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
- Ability to work with confidential information
- Ability to communicate clearly and effectively
- Ability to work cooperatively with others
- Ability to operate keyboard devices at a moderate speed; ability to use e-mail
- Requires effective organizational skills and attention to detail
- Meets deadlines, demonstrates punctuality and good attendance

**QUALIFICATIONS**

- High School diploma or equivalent with coursework in accounting
- Minimum two years account experience
- Knowledge of computers, software programs, database and spreadsheets
- Coursework in accounting, bookkeeping, or finance preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to designated administrator.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Office Accounting Payroll Assistant  
(FNS)

**SUMMARY OF FUNCTION**

Processes invoices, receipts, payment requests. Verifies and validates financial transaction documents.

Use standard accounting procedures to maintain various accounts for the district. Processes accounts, payroll, performs calculations and builds spreadsheets. Follows procedures prescribed by city, county and state law, district/school policies and regulations.

**ESSENTIAL JOB FUNCTIONS**

Processes and reconciles time worked for employees in the Food & Nutrition Service (FNS) Department utilizing PeopleSoft.

Track Sick Leave and Personal Leave for FNS department employees who work at least 4 hours. In addition, track time missed for less than 4 hour employees on an Excel Spreadsheet. These spreadsheets are forwarded to Human Resources to update their files and they are also used for FNS bonus queries, evaluations and other staff inquiries.

Maintains the FNS Employee Database and update the Manager's Reports and Staffing Guides for each school as necessary.

Run Queries for employee yearly recognition awards and order awards as needed.

Field and Input Equipment Work Orders through School Dude or call appropriate outside vendor for repair.

Cross training for Free & Reduced Department for extra support and back up when needed. Assist with Free & Reduced letters for walk in parents.

Assist in providing phone coverage for the main office line and point of sale line.

Trains new FNS employees on payroll procedures during New Hire Orientation and offer assistance at all times.

Problem-solve and provide recommendations for resolutions as appropriate for all staff, internal and external vendors and district departments. Interface with the public in person, by phone or in writing, providing exceptional customer service.

Processes and pays approved invoices and requests for payment.

May post transactions into general ledger

Checks invoices for discounts, correct prices, quotes, correct products, proper billing, etc. source of error; reconciles as needed.

Reconciles purchasing card purchases monthly.

Reconciles weekly deposits for over 60, verifying each deposit bag with the Point of Sale data and prepares for armored car pick up.

Maintains related files and records

Serves as Custodian of the FNS Office Check Book.

Monitors and updates computerized files

Monitors purchasing process and flow of papers

Notifies appropriate personnel of exceptions/irregularities

Enters data into computer system

Responds to inquiries from district employees regarding status of accounts

Researches discrepancies and questions as needed

Generates and prepares related reports as needed

Provides assistance to the FNS Business Manager, which includes Month End close out

Maintains monthly accrual spreadsheet and school deposit spreadsheet for Business Manager.

Run Queries for employee yearly recognition awards and order awards as needed

Compiles data and processes information into report format

Assists in gathering materials for audit

**OTHER DUTIES**

JOB TITLE

JOB DESCRIPTION

Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

Knowledge of modern office practices and operation of standard office appliances, including desktop computers and copy machines  
Ability to work with confidential information  
Ability to operate keyboard devices at moderate speed; ability to use e-mail  
Knowledge of payroll processing and/or standard accounts maintenance procedures  
Ability to communicate effectively  
Ability to work cooperatively with others  
Ability to keep abreast of developments in the field

**QUALIFICATIONS**

High School diploma or equivalent with coursework in office practices or accounting  
Three years of experience in accounting and payroll with within last 5 years  
Knowledge of word processing, data base and spreadsheets

**ORGANIZATIONAL RELATIONSHIPS**

Reports to FNS Business Manager

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

JOB TITLE

JOB DESCRIPTION

Office Accounting Payroll Clerk

SUMMARY OF FUNCTION

Processes invoices, receipts, payment requests. Verifies and validates financial transaction documents.

ESSENTIAL JOB FUNCTIONS

- Processes and pays approved invoices and requests for payment
- May post transactions into general ledger
- Checks invoices for discounts, correct prices, quotes, correct products, proper billing, etc. source of error; reconciles as needed
- Maintains related files and records
- Monitors and updates computerized files
- Monitors purchasing process and flow of papers
- Notifies appropriate personnel of exceptions/irregularities
- Enters data into computer system
- Responds to inquiries from district employees regarding status of accounts
- Researches discrepancies
- Generates and prepares related reports as needed
- Compiles data and processes information into report format
- Assists in gathering materials for audit

OTHER DUTIES

- Performs other duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers and copy machines
- Ability to work with confidential information
- Ability to operate keyboard devices at moderate speed; ability to use e-mail
- Knowledge of payroll processing and/or standard accounts maintenance procedures
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

QUALIFICATIONS

- High School diploma or equivalent with coursework in office practices or accounting
- Two years of experience in clerical, secretarial, accounting
- Knowledge of word processing, data base and spreadsheets

ORGANIZATIONAL RELATIONSHIPS

Reports to appropriate school or department

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

Office Accounting Payroll Lead

**SUMMARY OF FUNCTION**

Leads the payroll process and participates in the day-to-day function of the Payroll Office. Uses standard accounting procedures to maintain various accounts for the district.

Processes accounts, payroll, performs calculations and builds spreadsheets. Follows procedures prescribed by city, county and state law, district/school policies and regulations.

**ESSENTIAL JOB FUNCTIONS**

- Monitors work of Payroll personnel and reports progress and concerns to the Accounting Payroll Manager
- Posts and processes invoices/payroll information
- Verifies accuracy of data provided by HR, compensation, Benefits and other district departments.
- Documents and reconciles changes as needed
- Develops procedures for and prepares processes to validate accounting/payroll procedures. Serves as the subject matter expert for the payroll department.
- Creates, generates and modifies computer spreadsheets/reports as needed to assist in monitoring accounts
- Prepares, sorts and distributes information as required
- Performs calculations related to garnishments, contract pay outs, leave accruals and retro pay.
- Responds to inquiries from district representatives and public regarding budgets, payroll and expenditures
- Generates reports and/or related correspondence as needed
- Collects and compiles data and communicates as needed
- Trains, supervise, oversee, assign or coordinate the production of work projects by other clerical staff or departments
- Assists in the preparation of detailed payroll information returns (W-2's, quarterly tax reports, Colorado unemployment, etc.) and maintains accurate supporting documentation for those returns
- Accurate and quick arithmetic calculations
- Assists in the general ledger and payroll reconciliations
- Resolution of discrepancies in accounts and payment problems with vendors; use of standard purchasing procedures
- Initiates appropriate actions in the absence of administrator; may act as liaison between supervisor and other areas
- Assists in screening and interviewing job applicants, recommend personnel actions and provide input to employee evaluations
- Assists in coordinating and presenting at in-service training with schools/departments
- Coordinate with IT on maintaining and improving fiscal services processes including software/reporting changes to include testing
- Medical and industrial technology knowledge
- Assists in formulation of policy
- Develops information related to federal/state funding

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of office practices and operation of standard office appliances, including desktop computers and copy machines
- Ability to work with confidential information
- Ability to operate standard database, spreadsheet and word processing software as it becomes available
- Ability to communicate effectively
- Ability to work cooperatively with others

JOB TITLE

JOB DESCRIPTION

- Ability to operate keyboard devices at a moderate speed; ability to use email
- Knowledge of payroll processing and/or standard accounts maintenance procedures

**QUALIFICATIONS**

- High School diploma or equivalent
- Minimum three years clerical/secretarial/bookkeeping/account, experience, and maintenance
- Knowledge of computers, software programs, database and spreadsheets
- Coursework in Accounting preferred
- Coursework in office practices/vocational courses

**ORGANIZATIONAL RELATIONSHIPS**

Reports to designated administrator

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

**Work Days**

260

## JOB TITLE

## JOB DESCRIPTION

Office Accounting/Payroll Assistant

## SUMMARY OF FUNCTION

Uses standard accounting procedures to maintain various accounts for the district. Processes accounts, payroll, performs calculations and builds spreadsheets. Follows procedures prescribed by city, county and state law, district/school policies and regulations.

## ESSENTIAL JOB FUNCTIONS

- Posts and processes invoices/payroll information
- Verifies accuracy of data
- Documents and reconciles changes as needed
- Develops procedures for and prepares processes to validate accounting/payroll procedures
- Creates, generates and modifies computer spreadsheets/reports as needed to assist in monitoring accounts
- Prepares, sorts and distributes information as required
- Performs calculations related to managing accounts
- Responds to inquiries from district representatives and public regarding budgets, payroll and expenditures
- Generates reports and/or related correspondence as needed
- Collects and compiles data and communicates as needed
- Trains, supervise, oversee, assign or coordinate the production of work projects by other clerical staff or departments
- Accurate and quick arithmetic calculations
- Resolution of discrepancies in accounts and payment problems with vendors; use of standard purchasing procedures
- Processes, prepares and distributes bids to services suppliers or for equipment to be purchased, contact and communicate specifications to vendors
- Initiates appropriate actions in the absence of administrator; may act as liaison between supervisor and other areas
- Assists in screening and interviewing job applicants, recommend personnel actions and provide input to employee evaluations
- Coordinates in-service training with schools/departments
- Medical and industrial technology knowledge
- Assists in formulation of policy
- Develops information related to federal/state funding

## OTHER DUTIES

- Performs related work as required

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of office practices and operation of standard office appliances, including desktop computers and copy machines
- Ability to work with confidential information
- Ability to operate standard database, spreadsheet and word processing software as it becomes available
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to operate keyboard devices at a moderate speed; ability to use e-mail
- Knowledge of payroll processing and/or standard accounts maintenance procedures

## QUALIFICATIONS

- High School diploma or equivalent
- Minimum three years clerical/secretarial/bookkeeping/account experience and maintenance
- Knowledge of computers, software programs, database and spreadsheets
- Coursework in office practices/vocational courses

JOB TITLE

JOB DESCRIPTION

**ORGANIZATIONAL RELATIONSHIPS**  
Reports to designated administrator

**WORKING CONDITIONS**  
The work is performed in a typical office environment.

**PHYSICAL DEMANDS**  
The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**  
Nonexempt

**JOB TITLE****JOB DESCRIPTION**

Office Admin. Asst./Accounting Asst.-  
Fiscal Serv.

**SUMMARY OF FUNCTION**

The Office Administrative/Accounting Assistant for the Department of Fiscal Services will be assigned responsibility for various accounting functions in addition to high level secretarial tasks and administrative assistance to department staff.

**ESSENTIAL JOB FUNCTIONS**

- Prepares customer receipts, receipt logs, and daily deposit bags
- Reconciles accounts for all fund types as assigned, creates, generates and modifies computer spreadsheets/reports as needed to assist in monitoring accounts, performs calculations related to managing accounts
- Provides training to schools and administration departments on accounting related forms, excel templates, data submission requirements, accounting policies and procedures
- Collects and loads financial data into PeopleSoft finance software and ensures compliance with department deadlines related to data submissions, verifies accuracy of data
- Coordinates collection and processing of forms required by local, state and federal programs
- Maintains confidential files, archives and tracks all department records and accounting information in accordance with applicable record retention laws, policies and regulations
- Responds to inquires from office visitors, schools, other departments, outside agencies and the public regarding specialized information, records, policies, procedures, projects, programs and services
- May interpret District policies and procedures
- Scans invoices, statements and other documents into electronic form for electronic transmittal, archiving or audit purposes
- Oversees process of and assumes responsibility for timely and accurate completion of all office functions including:
  - Opening and dispersing mail
  - Answering phones
  - Greeting visitors/customers
  - Overseeing maintenance of office equipment
  - Maintaining inventory/ordering supplies
  - Maintaining/monitoring budget and accounting records
  - Submitting payroll information and processing paperwork for employee leave/vacation
  - Preparing/assembling/editing/typing correspondence through word processing
  - Scheduling usage of department conference room and maintaining supervisor's calendar, schedules appointments and meetings, coordinates activities required for meetings, appointments, conferences, etc.

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
- Knowledge of payroll processing and/or standard accounts maintenance procedures
- Ability to work with confidential information
- Ability to operate standard database, spreadsheet and word processing software as it becomes available
- Ability to communicate clearly and effectively
- Ability to work cooperatively with others
- Ability to operate keyboard devices at a moderate speed; ability to use e-mail

JOB TITLE

JOB DESCRIPTION

- Requires effective organizational skills and attention to detail
- Meets deadlines, demonstrates punctuality and good attendance

QUALIFICATIONS

- High School diploma or equivalent
- Minimum three years clerical/secretarial/bookkeeping/account experience and maintenance
- Knowledge of computers, software programs, database and spreadsheets
- Coursework in accounting, bookkeeping, or finance preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to designated administrator.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Office Administrative Assistant

SUMMARY OF FUNCTION

Performs high level secretarial tasks and administrative assistance to supervisor to ensure the successful operation of programs.

ESSENTIAL JOB FUNCTIONS

- Oversees process of and assumes responsibility for timely and accurate completion of all office functions
- Coordinates workloads and information with other support staff which may include:
  - Oversees maintenance of office equipment
  - Maintains inventory/ordering supplies
  - Maintains/monitors budget and accounting records
  - Submits payroll information
  - Assembles editing word processing
  - Maintains supervisor's calendar and schedules appointments and meetings, coordinates activities required for meetings, appointments, conferences, etc.
  - Coordinates collection and processing of forms required by local, state and federal programs
  - Prepares correspondence through the use of word processing
  - Processes paperwork for employee leave/vacation/sick leave
  - Maintains confidential files
  - Responds to inquires from office visitors, schools, other departments, outside agencies and the public regarding specialized information records, policies, procedures, projects, programs and services
  - May interpret District policies and procedures

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
- Ability to work with confidential information
- Ability to operate standard database, spreadsheet and word processing software as it becomes available
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to operate keyboard devices at a moderate speed; ability to use e-mail
- Knowledge of payroll processing and/or standard accounts maintenance procedures

QUALIFICATIONS

- High School diploma or equivalent
- Minimum three years clerical/secretarial /bookkeeping/account experience and maintenance
- Knowledge of computers, software programs, database and spreadsheets
- May include: Coursework in office practices/ vocational courses
- CPR/First Aid Certification

THESE POSITIONS MAY INCLUDE THE FOLLOWING

- Knowledge of standard accounting and bookkeeping procedures including the collection of, as well as maintaining accurate accounts as applied to the requirements of School District 11
- Organize and direct office services and secretarial procedures in a school or executive office setting
- Train, supervise, oversee, assign or coordinate the production of work projects by other clerical staff or departments
- Accurate and quick arithmetic calculations

JOB TITLE

JOB DESCRIPTION

- Resolution of discrepancies in accounts and payment problems with vendors; use of standard purchasing procedures
- Process, prepare and distribute bids to services suppliers or for equipment to be purchased; contact and communicate specifications to vendors
- Initiate appropriate actions in the absence of administrator; may act as liaison between supervisor and other areas
- Assist in screening and interviewing job applicants, recommend personnel actions and provide input to employee evaluations
- Coordinate in-service training with schools/departments
- Medical and industrial technology knowledge
- Assist in formulation of policy
- Provide First Aid and administer medications

ORGANIZATIONAL RELATIONSHIPS  
Reports to designated administrator

WORKING CONDITIONS  
The work is performed in a typical office environment.

PHYSICAL DEMANDS  
The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS  
Nonexempt

JOB TITLE

JOB DESCRIPTION

Office Administrative Assistant (AERO)

SUMMARY OF FUNCTION

Performs high level secretarial tasks and administrative assistance to supervisor to ensure the successful operation of programs.

ESSENTIAL JOB FUNCTIONS

- Oversees process of and assumes responsibility for timely and accurate completion of all office functions
- Coordinates workloads and information with other support staff which may include:
  - oversees maintenance of office equipment
  - maintains inventory/ordering supplies
  - maintains/monitoring budget and accounting records
  - submits payroll information
  - assembles editing word processing
- Maintains supervisor's calendar and schedules appointments and meetings, coordinates activities required for meetings, appointments, conferences, etc.
- Coordinates collection and processing of forms required by local, state and federal programs
- Prepares correspondence through the use of word processing
- Processes paperwork for employee leave/vacation/sick leave
- Maintains confidential files
- Responds to inquires from office visitors, schools, other departments, outside agencies and the public regarding specialized information records, policies, procedures, projects, programs and services
- May interpret District policies and procedures

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
- Ability to work with confidential information
- Ability to operate standard database, spreadsheet and word processing software as it becomes available
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to operate keyboard devices at a moderate speed; ability to use e-mail
- Knowledge of payroll processing and/or standard accounts maintenance procedures

QUALIFICATIONS

- High School diploma or equivalent
  - Minimum three years clerical/secretarial /bookkeeping/account experience and maintenance
  - Knowledge of computers, software programs, database and spreadsheets
- May include:
- Coursework in office practices/ vocational courses
  - CPR/First Aid Certification

ORGANIZATIONAL RELATIONSHIPS

Reports to designated administrator.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical

JOB TITLE

JOB DESCRIPTION

positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

nonexempt

**JOB TITLE****JOB DESCRIPTION**

Office Administrative Assistant  
(Transportation)

**SUMMARY OF FUNCTION**

Works under the direction of the Director of Transportation and in conjunction with the Operations Manager and Fleet Manager. Primary duties include daily management and performance of all administrative duties within the Transportation Department. Generally, generating, maintaining and input for computer data files for the Transportation Department. Includes but not limited to databases on personnel, payroll, field trip billing, routing and scheduling, maintenance management, training and operations. Additional duties include assisting with operations, dispatching, receiving complaints. Helps ensure the provision of safe, reliable and efficient transportation services within the District.

**ESSENTIAL JOB FUNCTIONS**

- Assists the Director of Transportation in the administration and fiscal operations of the Department
- Serves as the primary receptionist for Transportation administration and operations. Ensures the proper distribution of incoming and outgoing mail. Responsible for the coordination and scheduling of Department conference and training rooms
- Prepares and enters data into computerized data base files. Updates files on a daily basis. Ensures accuracy of data. Prepares reports and provides departmental related information as requested. Maintains Department filing system
- Prepares employee payroll for timely and accurate submission. Receives, researches and resolves employee questions and concerns pertaining to pay and benefits in conjunction with other District offices
- Prepares all billings for field trip operations. Receives, researches and resolves customer questions and concerns pertaining to services provided and charges. Provides estimates to prospective customers on field trip costs. Resolves issues in conjunction with other District offices
- Ensures that all administrative supplies and equipment are on-hand and operational to support Department administrative requirements. Includes ordering supplies and contacting vendors / other District offices to repair equipment as required

**OTHER DUTIES**

- Performs all other related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent communication skills, to include oral and written communications. Ability to draft and produce letters, reports and evaluations.
- Excellent interpersonal relations skills, ability to work effectively with others, service oriented.
- Ability to operate keyboard devices, typing at a rate of at least 60 words per minute.
- Knowledge of District and Departmental policies and procedures.
- Knowledge and ability to use computerized mapping systems. Possesses knowledge of the location of Colorado Springs School District #11 schools and Colorado Springs street system.
- Knowledge of modern office practices and operation of standard office equipment to include desktop computer, typewriters, copy machines and FAX. Working knowledge of Microsoft Office Products (Word, Excel, Access, Powerpoint, Outlook, etc) and PeopleSoft financial systems.

**QUALIFICATIONS**

- High school diploma/equivalent. Some college level course work / associates degree in Office Administration preferred.
- At least five years Office Administration / Office Management, Clerical,

JOB TITLE

JOB DESCRIPTION

Accounting, Payroll experience preferred.  
•Valid Colorado driver's license.

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Transportation and works in conjunction with the Operations Manager and Fleet Manager.

WORKING CONDITIONS

Performed in office setting at the district transportation center and service locations.

PHYSICAL DEMANDS

Performed in office, garage and on district vehicles. Typical positions require worker to lift and carry up to 20 pounds; climb stairs and ladders; bend, kneel, crouch and crawl; hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-Exempt

Office Administrative Assistant -  
Facilities

#### SUMMARY OF FUNCTION

Provides administrative and technical support to ensure efficient and effective operation of the Facilities, Operations, and Transportation Complex (FOTC)

#### ESSENTIAL JOB FUNCTIONS

- Oversees FOTC processes, and assumes responsibility for timely and accurate completion by all FOTC administrative functions
- Establishes and manages office procedures for administrative support to FOTC. Recommends workload balancing to Department Heads ensuring equitable staff workload
- Exams and submits payroll information for FOTC departments
- Interprets District policies and procedures; provides recommendations to Executive Director and Department Directors
- Prepares drafts, edits and finalizes supplemental information
- Resolves problems, customer complaints and other issues in a positive manner
- Responds to unexpected and emergency situations professionally; directs to appropriate leader for resolution as required
- Maintains schedules and administratively supports the FOTC mission
- Maintains and monitors budget and accounting records; updates processes as required to meet District requirements
- Prepares budget transfer requests for Department Heads. Validates need and ensures all District protocols and procedures are followed.
- Prepares detailed reports on fiscal activities for Department Heads and Fiscal Services. Analyzes data and proposes appropriate actions.
- Exams and validates paperwork for employee leave/vacation/sick leave
- Prepares and Maintains confidential files

#### OTHER DUTIES

- Performs related work as required

#### KNOWLEDGE, ABILITIES AND SKILLS

- Works independently at a consistently high level of performance
- Work with and process confidential information
- Self-starter who follows through until task or project is completed
- Produce, edit, and distribute information using MS Office Suite, email, and the Internet
- Possess a professional manner and appearance
- Ability to work cooperatively with others; individually and as a

team

- Demonstrated skills in organization, customer service, conflict management, oral and written communication skills
- Knowledge of payroll processing and/or standard accounts maintenance procedures

#### QUALIFICATIONS

- High School diploma or equivalent plus relevant course work
- Minimum five years clerical/secretarial /bookkeeping/account experience and maintenance
- Proficiency in MS Office Suite, especially Excel, PowerPoint and Word

#### THESE POSITIONS MAY INCLUDE THE FOLLOWING

- Knowledge of standard accounting and bookkeeping procedures including the collection of, as well as maintaining accurate accounts as applied to the requirements of School District 11
- Organize and direct office services and secretarial procedures in a school or executive office setting
- Train, supervise, oversee, assign or coordinate the production of work projects by other clerical staff or departments
- Accurate and quick arithmetic calculations
- Resolution of discrepancies in accounts and payment problems with vendors; use of standard purchasing procedures
- Initiate appropriate actions in the absence of administrator; may act as liaison between supervisor and other areas
- Assist in screening and interviewing job applicants, recommend personnel actions and provide input to employee evaluations
- Coordinate in-service training with schools/departments
- Assist in formulation of policy

#### ORGANIZATIONAL RELATIONSHIPS

Reports to FOTC Executive Director and provides guidance to subordinate Directors and their administrative staffs

#### WORKING CONDITIONS

The work is performed in a typical office environment.

#### PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt

WORK DAYS  
260

**JOB TITLE****JOB DESCRIPTION**

Office Staff Assistant

**SUMMARY OF FUNCTION**

Provides administrative office and customer service support to implement designated programs or functions. Processes documents, packets and materials, answers phones, handles walk in traffic, compiles and verifies information.

**ESSENTIAL JOB FUNCTIONS**

- Processes or prepares materials, paperwork, reports, listings and forms
- Processes documents and request forms
- Compiles summaries and statistics
- Processes or assists in general operation of specified office procedures
- Performs secretarial duties for administration as assigned
- Assists with scheduling training/meetings for District staff
- Performs word processing correspondence, reports, memos, forms, spreadsheets, etc.
- Maintains appropriate files and records to maintain correct data for department
- Answers phone lines, responds to callers, transfers calls or takes messages.
- Maintains good communications with outside agencies, schools and other departments within the District
- Initiates calls necessary for completing work assignments or to gather/disseminate information
- Responds to inquiries from office visitors, schools, other departments, outside agencies and the public regarding specialized information, records, policies, procedures, projects, programs and services
- Performs secretarial duties for Administration as assigned
- Provides back up for other support staff in department
- Initiates activities to accomplish daily operations using discretion, confidentiality and good judgment to assist and support the mission
- Is responsible for confidentiality on matters other than routine information

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines
- Ability to work with confidential information
- Ability to operate keyboard devices at moderate speed; ability to use e-mail
- Knowledge of payroll processing and/or standard accounts maintenance procedures
- Ability to process payroll transactions and/or math calculations quickly and accurately
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- High School diploma or equivalent with course work in office practices or accounting
- Two years of experience in clerical, secretarial, accounting
- Knowledge of word processing, data base and spreadsheets

**ORGANIZATIONAL RELATIONSHIPS**

Reports to appropriate department head.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**JOB TITLE****JOB DESCRIPTION****PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

JOB TITLE

JOB DESCRIPTION

Office Staff Assistant (AERO)

SUMMARY OF FUNCTION

Provides administrative office and customer service support to implement designated programs or functions. Processes documents, packets and materials, answers phones, handles walk in traffic, compiles and verifies information.

ESSENTIAL JOB FUNCTIONS

- Processes or prepares materials, paperwork, reports, listings and forms.
- Processes documents, request forms and compiles summaries and statistics
- Processes or assists in general operation of specified office procedures
- Performs secretarial duties for administration as assigned
- Assists with scheduling training/meetings for District staff
- Performs word processing correspondence, reports, memos, forms, spreadsheets, etc
- Maintains appropriate files and records to maintain correct data for department
- Answers phone lines, responds to callers, transfers calls or takes messages
- Maintains good communications with outside agencies, schools and other departments within the District
- Initiates calls necessary for completing work assignments or to gather/disseminate information
- Responds to inquiries from office visitors, schools, other departments, outside agencies and the public regarding specialized information, records, policies, procedures, projects, programs and services
- Performs secretarial duties for Administration as assigned. Provides back up for other support staff in department
- Initiates activities to accomplish daily operations using discretion, confidentiality and good judgment to assist and support the mission
- Is responsible for confidentiality on matters other than routine information

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines
- Ability to work with confidential information
- Ability to operate keyboard devices at moderate speed; ability to use e-mail
- Knowledge of payroll processing and/or standard accounts maintenance procedures
- Ability to process payroll transactions and/or math calculations quickly and accurately
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

QUALIFICATIONS

- High School diploma or equivalent with course work in office practices or accounting.
- Two years of experience in clerical, secretarial, accounting.
- Knowledge of word processing, data base and spreadsheets.

ORGANIZATIONAL RELATIONSHIPS

Reports to appropriate department head.

WORKING CONDITIONS

The work is performed in a typical office environment.

JOB TITLE

JOB DESCRIPTION

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Office Support Assistant

SUMMARY OF FUNCTION

Performs office duties and assists supervisor in carrying out required procedures, projects and daily routines.

ESSENTIAL JOB FUNCTIONS

- Maintains records by collecting, reviewing and recording specialized information/data. Checks for accuracy, consistency and updates as necessary
- Types/word processes correspondence, reports, memos, forms, etc
- Answers phone lines, responds to callers, transfers calls or takes messages
- Initiates calls necessary for completing work assignments or to gather/disseminate information
- Assembles/prepares work projects to support department tasks/meetings
- Manages and coordinates distribution of routine requests or special request reports, records, etc.
- Responds to inquiries from office visitors, schools, other departments, outside agencies and the public using an attitude of customer service and support
- Maintains calendar/schedule for individuals or groups, coordinating appointments/meetings
- Assists administrators as needed or required

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Ability to operate keyboard devices at a moderate rate
- Ability to use standard database, spreadsheet and word processing software effectively
- Ability to organize and direct office services for a program unit
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to perform general office clerical work quickly and efficiently

QUALIFICATIONS

- High School diploma or equivalent
- One year clerical experience

ORGANIZATIONAL RELATIONSHIPS

Reports to administrator as assigned.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Office Technician

SUMMARY OF FUNCTION

Provides administrative office support to assist in the implementation of designated programs or functions. Processes documents, packets or materials, answers phones, types, files, etc.

ESSENTIAL JOB FUNCTIONS

- Processes or prepares materials paperwork, reports, listings and forms
- Processes documents such as request forms
- Assembles packets and maintains computerized files and records/verifies statistics
- Processes or assists in general operation of specified office procedures
- Performs the general duties for the assigned office function
- Types/word processes office correspondence and enters information into computers
- Answer phones lines; responds to caller, transfers calls or take messages
- Initiates calls necessary for completing work assignments or to gather/disseminate information
- Responds to inquiries from office visitors, schools, other departments, outside agencies and the public regarding specialized information
- Assists in scheduling meetings and/or events

OTHER DUTIES

- Performs related work as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines
- Ability to apply technical rules and procedures to the processing of personnel and other administrative actions
- Ability to operate keyboard devices at moderate speed
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent
- One year of general office experience

ORGANIZATIONAL RELATIONSHIPS

Reports to assigned supervisor

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

On-Track Specialist

## SUMMARY OF FUNCTION

The position of On-Track Specialist will collaboratively develop, implement, and sustain the district's Early Warning Systems and On-Track to Graduate efforts across the K-12 system. This position will work across departments and offices to support school-based teams in use of data to increase student achievement and graduation rates. This position will assist in ensuring students are accessing programming and pathways including college, career, military, and technical education. Additionally, the specialist will engage in dropout prevention and student re-engagement activities as a collaborative member of the Future Ready department.

## ESSENTIAL JOB FUNCTIONS

- Lead and support school-based teams in use of data to increase student achievement, graduation rates and engagement
- Assist in ensuring students are accessing programming and pathways including college, career, military, and technical education
- Build collaborative partnerships with school principals and leadership teams to use On-track and early warning processes, structures and tools including a resource and intervention map, data and protocols, On-Track/EWS/MTSS teams and interventions, monitoring and action planning, student involvement and leadership, family engagement, start/finish strong and strategic planning.
- Support and coach school-based teams for the effective use of On-Track/MTSS teams to review data, identify trends and root causes and discuss interventions to help students who are off track.
- Consult and problem solve with K-12 administration and district level staff on issues concerning academics, behavior, attendance, course performance, postsecondary readiness and social emotional wellbeing.
- Support the communication efforts of the On Track to Graduate and Early Warning Systems and MTSS framework to school, district, and community stakeholders
- Maintain and generate new community partnerships that support early warning systems, on-track to graduate, and dropout prevention practices in K-12 schools
- Use multiple types of and sources of data to accurately inform problem-solving efforts at either the organizational or the student levels
- Plan, coordinate, and provide professional development for District 11 personnel
- Collaboratively develop and support district-wide dropout prevention and student re-engagement systems

## OTHER DUTIES

- Other duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrate effective interpersonal communication skills that build trust and relationships among all stakeholders
- Ability to motivate and effectively coach teams
- Knowledge of the elements of On-Track to Graduate, Early Warning System, and Multi-Tiered System of Support (MTSS) processes, systems, and research
- Ability to navigate and promote sensitivity with issues of race and equity
- Knowledge of restorative practices, trauma responsive practices, and implementation and improvement science.
- Ability to adapt to a changing work environment with a positive attitude and problem-solving approach
- Ability to communicate and collaborate with internal groups and committees and community agencies

JOB TITLE

JOB DESCRIPTION

- Skill in accessing data, data analysis and problem-solving
- Ability to work effectively across-content and planning teams and district-wide initiatives
- Ability to be a liaison between families and schools

QUALIFICATIONS

- Bachelor's degree from an accredited college or university
- Minimum 2 years of experience in education

ORGANIZATIONAL RELATIONSHIPS

Reports to On-Track Facilitator, Department of Future Ready

WORKING CONDITIONS

- The work is performed in a typical office environment and in schools
- Flexibility in daily work schedule is required
- Some summer training may be required

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

WORK YEAR

207 Days

Online Teacher

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

**ESSENTIAL JOB FUNCTIONS**

- Strong background/understanding in technology (computers, programs, webcams, podcast, operating systems, etc.)
- Deep understanding of D11's curriculum with which our online platform is aligned
- Excellent communication skills both written and verbally (without speaking to someone directly or even over the phone one must be able to read between the lines, diffuse any situation, and understand what it being expressed, etc.
- Comfortable working in a "virtual" world
- Enjoy working with "alternative" students
- Analytic and data organization abilities
- Strong work ethic to achieve D11 goals
- Ability and willingness to adapt your schedule to meet student needs
- Flexibility while remaining goal focused
- Effective multi-tasking and time management skills
- Ability to work independently with little direct supervision
- Knowledge of current trends in education

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Ability to create online lessons for ALL subjects (LA, Math, Science, SS) that a parent can easily follow and deliver to student
- Ability to differentiate curriculum to a wide student base with various ability levels, backgrounds, and learning styles
- Ability to navigate between different levels (Elementary, Middle and High School), platforms, and curriculum
- Ability to implement instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences
- Ability to provide clear and consistent goals and expectations for both parents and students
- Ability to provide a positive environment in which students are encouraged to be actively engaged in the learning process
- Models professional and ethical standards when dealing with students, parents, peers, and community
- Establishes and maintain cooperative working relationships with students, parents, and schools
- Frequently monitors student progress in order to provide feedback to the student
- Builds relationships with students and parents without face-to-face contact
- Familiarizes and implements IEP goals for Special Education students, along with reporting on their goals on a quarterly basis

JOB TITLE

JOB DESCRIPTION

- Attends weekly/biweekly team meetings and monthly staff meetings to collaborate with peers and enhance the instructional environment
- Works closely with team whom you see for limited hours a week
- Manages email and threaded discussions in a timely manner
- “Micro-teach” when students are stuck and need to learn a skill they are missing
- Assists in assessing changing curricular needs and offer plans for improvement
- Maintains effective and efficient record keeping procedures
- Demonstrates gains in student performance
- Participates in training and presentations about online teaching

QUALIFICATIONS

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements
- Appropriate State licensure

ORGANIZATIONAL RELATIONSHIPS

- Reports to Principal

WORKING CONDITIONS

- The work is performed in a school classroom (environment).

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

JOB TITLE

JOB DESCRIPTION

Operations Manager Transportation

SUMMARY OF FUNCTION

Manages the Operations Section of the Transportation Department. Oversees daily operations to ensure the provision of safe, reliable and efficient transportation services.

ESSENTIAL JOB FUNCTIONS

- Supervises, assigns duties to and evaluates all operations personnel. To include: Assistant Operations Manager, trainers, team leaders, dispatchers, drivers and driver assistants
- Evaluates and makes recommended changes to plans and schedules for bus routes and field trips in conjunction with the Routing Scheduling Supervisor
- Assigns drivers to routes
- Maintains current route and scheduling information
- Ensures route information is provided in writing to all schools and riders
- Works with school administrators to resolve student disciplinary and routing issues
- Reviews student incident reports and ensures consistent and uniform disciplinary action being taken by school administrators
- Investigates and resolves complaints concerning transportation services
- Oversees training, safety and accident investigation/analysis program
- Coordinates with Fleet Manager to ensure effective utilization and condition of transportation assets by drivers and driver assistants, coordination of required maintenance and resolution of driver equipment safety concerns
- Maintains documentation of services provided and assists in the preparation of all required reports

OTHER DUTIES

Performs all other related duties as assigned. Supervises all operations, scheduling and training personnel.

KNOWLEDGE, ABILITIES AND SKILLS

- Excellent communication skills, to include oral and written communications
- Ability to draft and produce letters, reports and operational manuals/handbooks
- Ability to work effectively with others and provide effective leadership
- Ability to plan, supervise and evaluate the work of others
- Knowledge and ability to use personal computers, to include word processing and data-base management programs
- Knowledge of Federal and State laws as they apply to student transportation

QUALIFICATIONS

- Bachelors Degree in Business Management, with over three years supervisory experience in the transportation field, or High school diploma/equivalent with over 10 years experience in transportation field to include driving, training, maintenance, dispatch and/or supervisory equivalent responsibilities
- Valid driver's license, capable of obtaining commercial driver's license within 3 months of employment Includes medical qualifications required by Federal Motor Carrier Safety Regulations

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Transportation. Supervises all operations personnel. Works in coordination and cooperation with the Routing Scheduling Supervisor and Fleet Manager.

WORKING CONDITIONS

Performed in office environment at the district transportation center.

PHYSICAL DEMANDS

**JOB TITLE****JOB DESCRIPTION**

Performed in the office, garage and on district vehicles. Typical positions require worker to lift and carry up to 40 pounds; climb stairs and ladders; bend, kneel, crouch and crawl; hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

**JOB TITLE****JOB DESCRIPTION**

Operations, Scheduling and  
Technology Supervisor

**SUMMARY OF FUNCTION**

Responsible for the development, updating and implementing of all transportation schedules and operations, to include regular education, special needs education, extra curricular activity routes and field trips. Responsible for planning, installing, operating, training and day-to-day trouble shooting for Department of Transportation technology hardware and software.

**ESSENTIAL JOB FUNCTIONS**

- Develops annual district wide transportation schedule using computer-scheduling systems to optimize the efficiency of the transportation system
- Updates and modifies schedules throughout the year as required
- Approximately thirty (30) percent of time involves oversight and development of district wide transportation plans and schedules
- Ensures all routes adhere to Colorado Department of Education and District policies, regulations and procedures
- Supervises transportation specialists in the performance of their duties
- Approximately forty (40) percent of time involves supervision and implementation of operational schedule
- Assigns drivers to routes and trips, as necessary, to ensure daily coverage of operational requirements
- Approximately thirty (30) percent of time involves planning, integration, development, implementation, maintenance and training for transportation information technology systems
- Maintains district geographic information capability defining school attendance and transported areas
- Serves as the site level network manager
- Provides basic technical assistance and support
- Supports the implementation, utilization and maintenance of all network components, which includes but is not limited to file servers and Internet access
- Serves as liaison with the Division of Information Technology
- Coordinates the configuration of hardware, software, network and professional development services to make effective use of technology
- Performs record keeping tasks related to mileage, student counts, route sheets, time cards, personnel assignments, driving records, accidents, etc.
- Maintains documentation of services provided and assists in the preparation of all required reports and State of Colorado audits
- Performs the duties of the Transportation Operations Manager in his / her absence

**OTHER DUTIES**

- Performs other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge, competence and skills in all aspects of current and emerging information technology, including network management and telecommunications access
- Knowledge of District and Departmental policies and procedures
- Knowledge of federal and state laws as they apply to pupil transportation
- Ability to communicate effectively, both orally and in writing
- With the ability to actively promote growth of information technology competencies among all staff
- Ability to work effectively with others and provide effective leadership
- Ability to plan, supervise and evaluate the work of others
- Ability to plan, install, operate and maintain information technology hardware and software

**QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

- Bachelors Degree in business management / computer science or related field
- Two years experience in operations management, scheduling and dispatching operations
- Two years experience in computer systems, networking, database development and planning/scheduling software
- Experience in computerized routing, scheduling and / or logistics systems

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Operations Manger. Works in coordination with the Fleet Manager. Serves as the principal coordinator between the Division of Information Technology and the Department of Transportation. Supervises Transportation Specialists in the performance of their duties.

WORKING CONDITIONS

Performed in an office and transportation center environment.

PHYSICAL DEMANDS

Performed in office environment. Typical positions require worker to lift and carry up to 40 pounds; climb stairs and ladders; bend, kneel, crouch and crawl; hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. Long periods of repetitive motion involving fingers, hands and arms occur on a regular basis. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Work Year

260 days

PC Database and Support Specialist

**SUMMARY OF FUNCTION**

This position provides primary development and user support for the district developed PC databases. Also provides secondary support for the database interface development and support between the district supported databases and other third party databases.

**ESSENTIAL JOB FUNCTIONS**

- Meet with potential PC database users to gather pertinent information on users needs, determine specific issues to be solved, and identify questions to be answered
- Develop PC based databases to meet user needs
- Test solutions and document results
- Provide instructions, or training to users as needed for district developed PC databases
- Troubleshoot and solve ongoing issues on supported PC databases, or coordinate resolution of database issues with appropriate staff
- Provide ongoing support by regularly researching issues, additional user needs, performing maintenance as needed, and implementing upgrades or patches on supported PC databases
- Develop and implement database security as needed
- Work with IS staff in the development and implementation of interfaces between PC based databases and primary district databases supported by IS
- Work with IS staff to develop procedures and methods for data extracts to provide data for exchange between PC based databases and other systems

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of database structure and design principals
- Working knowledge of programs used at CSSD 11
- Good working knowledge of MS Office programs including Access
- Knowledge of applications supported
- Knowledge of system security and data integrity measures
- Good assessment techniques: ability to work with a variety of users to ascertain needs, problems, and desired database features
- Good analytical and problem-solving skills
- Effective interpersonal skills
- Good oral and written communications skills
- Ability to develop clear, user-friendly documentation for supported databases

**QUALIFICATIONS**

Bachelor's degree in Computer Science or equivalent experience

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Assistant Director, Information Management Systems Office

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Exempt

WORK YEAR  
260 Days

POST-SECONDARY WORKFORCE  
READINESS MANAGER

**SUMMARY OF FUNCTION**

The Post-Secondary Workforce Readiness (PSWR) Manager will oversee the development, implementation, and evaluation of Career Technical Education (CTE), Concurrent Enrollment, Work-Based Learning (WBL) programs at Mitchell High School. This role requires a strategic leader who can ensure program integrity, productivity, and accountability while fostering partnerships with educational institutions, industry partners, and community organizations. The position manages program outcomes to ensure students are prepared for postsecondary education and the workforce, monitoring program effectiveness.

**ESSENTIAL JOB FUNCTION**

**Program Leadership and Management:**

- Develop, implement, and evaluate CTE, Concurrent Enrollment, and Work Based Learning programs and initiatives.
- Ensure programs align with state and local standards and industry needs.
- Manage budgets, allocate resources, and track expenditures.
- Supervise, evaluate, and mentor Post-Secondary Workforce Readiness staff, including CTE teachers and the college and career counselor.
- Coach CTE staff to enhance their professional growth and effectiveness.

**Curriculum Development and Instruction:**

- Develop and maintain CTE curricula, ensuring they are relevant and rigorous.
- Identify and address curriculum gaps and areas for improvement.
- Provide professional development opportunities for CTE and Concurrent Enrollment staff.

**Stakeholder Engagement:**

- Build and maintain relationships with colleges/universities, industry partners, employers, and community organizations.
- Seek input from stakeholders to ensure CTE programs are aligned with workforce needs.
- Advocate for CTE, Concurrent Enrollment, and WBL programs and resources at the local, regional, and state levels.
- Work in cooperation with district CTE director and concurrent enrollment coordinator, along with the college/university concurrent enrollment directors, industry leaders, and business organizations to ensure alignment with district, state, and local standards.

**Compliance and Reporting:**

- Ensure compliance with federal, state, and local laws and regulations related to CTE, Concurrent Enrollment, and WBL.
- Prepare and submit reports on CTE and Concurrent Enrollment programs performance and outcomes.
- Monitor and evaluate PSWR program effectiveness and make data-driven decisions.

**Collaboration and Communication:**

- Serve as the primary liaison between the high school, partnering colleges, and industry partners.
- Collaborate with high school counselors, CTE and Concurrent Enrollment teachers, and administrators to identify eligible students and promote the programs.
- Communicate regularly with students, parents, and faculty about program updates and requirements.

**CTE Program Development:**

- Develop and maintain relationships with local businesses and industry partners to create internship and apprenticeship opportunities for students.
- Ensure that CTE programs align with industry standards and workforce needs.
- Oversee the development of new CTE and Concurrent Enrollment courses

and pathways.

**Data Management and Reporting:**

- Maintain accurate records of student enrollment, course completion, and academic performance.
- Prepare and submit reports on program outcomes and student success to school administration and partnering colleges.
- Analyze data to identify trends and areas for improvement in the programs.
- Monitor and ensure work-based learning credits are accurately recorded and meet program requirements.

**Other Responsibilities:**

- Assist in the recruitment, screening, and interviewing of prospective CTE and concurrent enrollment teachers, and college and career counselor.
- Develop specifications, receive bids, and recommend purchases of appropriate equipment.
- Maintain membership in and participate in the affairs of professional societies devoted to the advancement of CTE.
- Increase industry certifications and apprenticeships by collaborating with industry partners and educational institutions.
- Expand internship, apprenticeship, and work-based learning opportunities to provide students with practical experience and credits.
- Promote work-based learning credits to ensure students gain valuable skills and knowledge applicable to their career paths.
- Increase concurrent enrollment sections to provide more opportunities for students to participate.
- Boost student participation in concurrent enrollment programs.
- Enhance the number of students earning college credits through concurrent enrollment.
- Develop and implement effective marketing strategies to promote program offerings and attract student participants.
- Oversee CTE room spaces for reconditioning, remodeling, facility usage, community events, community interactive lessons, and business partner meetings to ensure optimal learning environments.
- Ensure CTE resources are secured and available to teachers to positively impact student learning and success.
- Increase post-secondary workforce readiness options and opportunities to prepare students for successful careers.

**Program Oversight:**

- Manage and evaluate the school's CTE and Concurrent Enrollment programs to ensure alignment with state standards and workforce needs.
- Provide guidance and support to students in selecting and enrolling in CTE and Concurrent Enrollment courses, ensuring they understand the pathways to postsecondary education and careers.
- Work closely with teachers, counselors, industry partners, and postsecondary institutions to develop and maintain partnerships that enhance program offerings and student opportunities.
- Collect and analyze data on student performance and program effectiveness, such as industry certifications, pre-apprenticeships, apprenticeships, internships, work-based learning credits, and college and university credit attainment, using this information to make informed decisions and improvements.
- Organize and facilitate professional development opportunities for staff to stay current with industry trends and educational best practices.
- Conduct outreach to students, parents, and the community to promote CTE and Concurrent Enrollment programs and their benefits.
- Ensure all programs comply with state and federal regulations, including reporting requirements and accreditation standards.

JOB TITLE

JOB DESCRIPTION

- Proven experience in program administration, curriculum development, and instruction.
- Strong organizational, communication, and interpersonal skills.
- Ability to analyze data and make strategic decisions.
- Strong leadership skills with the ability to manage multiple programs/projects simultaneously and meet deadlines.

**KNOWLEDGE, SKILLS, AND ABILITIES**

- Familiarity with state and federal regulations related to CTE.
- Experience in curriculum development and instructional design.
- Strong data analysis and reporting skills.
- Experience with evaluating programs and budget planning, grant writing, and data analysis.
- Proficiency in using educational technology and software.
- Experience in developing and maintaining partnerships with industry and community organizations.

**QUALIFICATIONS**

- Bachelor's degree in education, counseling, or a related field required
- Master's degree in education, Business Administration, or a related field preferred
- Experience working in a high school setting with diverse populations.
- Principal license and experience in evaluating and coaching teachers and staff, and leading Professional Learning Communities preferred
- Initial Principal License or ability to attain one preferred
- Minimum of 5 years of experience in program management within an educational setting.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. Work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt (P09B)

**WORK YEAR**

207 Days

PROFESSIONAL DEVELOPMENT CENTER  
SPECIALIST

### **SUMMARY OF FUNCTION**

The PD Center Specialist aids the Director of Educator and Stakeholder Development in providing high-quality programming for approximately 4000 staff across all district employee groups. This role is responsible for the daily operations of and is the initial contact for all concerns related to the PD Center, ensuring superior customer service and a quality employee experience, including managing the room reservations system, composing building communication, and organizing various District events. This position oversees the PD Department's Procurement interactions and Purchase Orders, maintains PD's materials and supplies, tracks, manages, and reconciles the department's monthly statements, and processes program-related extra duty pay slips. The Professional Development Center Specialist manages the Education Support Professionals Tuition Reimbursement Fund and oversees budget management of Mill Levy Override PIP 7B and the Professional Development Instructional and Non-Instructional accounts.

### **ESSENTIAL JOB FUNCTIONS**

- Assist all district clientele at the TESLA PD Center via phone and walk-in services
- Work independently to find answers to complex PD questions and clearly communicate resolutions to all parties; escalates according to established standard operating procedures.
- Oversees maintenance of office equipment , inventory/ordering supplies
- Maintains and monitors budget and accounting records
- Coordinates collection and processing of forms required by local, state and federal programs
- Maintains confidential files
- Responds to inquiries from office visitors, schools, other departments, outside agencies and the public regarding specialized information records, policies, procedures, projects, programs and services
- Serve as the PD Center point of contact for all other teams in Academics to ensure the efficient and effective delivery of Academic services to schools and other District departments.
- Provide input, guidance, and feedback related to call and walk-in assistance patterns to identify and address department gaps.
- Collaborates with the Academics Departments and ESP President to support the operations and logistics for District Professional Development Days and the CDE Induction Program
- Manages the PowerSchool Room Reservation module for the Tesla PD Center and associated buildings hosting district-wide training events
- Provides and leads the implementation of solutions to leadership regarding gaps to assist with updated processes/procedures.
- Create documentation on practices and resources for use of TESLA PD.
- Coordinate with other PD team members ensuring Welcome Center has the latest versions of their documentation.
- Displays advanced skills and ability to identify root cause of problems and provide appropriate solutions for a variety of issues; identifies trends in order to effectively minimize or solve errors or bottlenecks; act as a subject matter resource for PD processes, procedures, and key functions; and can train others as needed.
- ??Collaborates with District Security to manage the Tesla PD Center's Safety Committee, building safety concerns, and oversees the scheduling and implementation of monthly safety drills
- Collaborates with district departments to facilitate Procurement requests, prepares budget transfers and journal entries, creates, prepares, and submits requests for checks and funding related to the Mill Levy Override PIP 7B

JOB TITLE

JOB DESCRIPTION

program, oversees the PD Department’s Instructional and Non-instructional accounts, and manages the Education Support Professionals Tuition Reimbursement program

- Manages extra duty pay slips processing for PD-related Executive Professionals, Certified, and ESP staff
- Tracks, approves, and enters substitutes for the MLO PIP 7B program supporting both the Academics Departments and non-instructional accounts
- Performs other related duties as assigned

**KNOWLEDGE, SKILLS AND ABILITIES**

- Position requires analytical, organizational, strong oral/written communication, interpersonal, problem solving, and independent decision-making skills.
- Excellent customer service skills, including timely and accurate responses to requests for information.
- Ability to handle multiple tasks with frequent interruptions.
- Ability to work with confidential information
- Knowledge of District policies and department procedures; State and Federal laws; and negotiated agreements.
- Advanced operating knowledge of and experience with computers to include software programs (Microsoft Office – Word and Excel), Google Suite, Internet (to include e-mail and calendar), District business systems, and general office equipment at time of hire.
- Ability to understand and apply standard database, spreadsheet and word processing software applications

**QUALIFICATIONS**

- Three years applicable experience
- Strong customer service experience in a high-volume work environment
- High School Diploma/GED required

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Educator and Stakeholder Development

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

While performing the duties of this job, the employee is regularly required to analyze, communicate, coordinate, evaluate, use interpersonal skills, and compile. The employee is frequently required to instruct and negotiate. The employee is frequently required to compute and copy.

**FLSA STATUS**

Non-exempt

**WORK YEAR**

260 Days

PROFESSIONAL DEVELOPMENT CENTER  
SPECIALIST

### **SUMMARY OF FUNCTION**

The PD Center Specialist aids the Director of Educator and Stakeholder Development in providing high-quality programming for approximately 4000 staff across all district employee groups. This role is responsible for the daily operations of and is the initial contact for all concerns related to the PD Center, ensuring superior customer service and a quality employee experience, including managing the room reservations system, composing building communication, and organizing various District events. This position oversees the PD Department's Procurement interactions and Purchase Orders, maintains PD's materials and supplies, tracks, manages, and reconciles the department's monthly statements, and processes program-related extra duty pay slips. The Professional Development Center Specialist manages the Education Support Professionals Tuition Reimbursement Fund and oversees budget management of Mill Levy Override PIP 7B and the Professional Development Instructional and Non-Instructional accounts.

### **ESSENTIAL JOB FUNCTIONS**

- Assist all district clientele at the TESLA PD Center via phone and walk-in services
- Work independently to find answers to complex PD questions and clearly communicate resolutions to all parties; escalates according to established standard operating procedures.
- Oversees maintenance of office equipment , inventory/ordering supplies
- Maintains and monitors budget and accounting records
- Coordinates collection and processing of forms required by local, state and federal programs
- Maintains confidential files
- Responds to inquiries from office visitors, schools, other departments, outside agencies and the public regarding specialized information records, policies, procedures, projects, programs and services
- Serve as the PD Center point of contact for all other teams in Academics to ensure the efficient and effective delivery of Academic services to schools and other District departments.
- Provide input, guidance, and feedback related to call and walk-in assistance patterns to identify and address department gaps.
- Collaborates with the Academics Departments and ESP President to support the operations and logistics for District Professional Development Days and the CDE Induction Program
- Manages the PowerSchool Room Reservation module for the Tesla PD Center and associated buildings hosting district-wide training events
- Provides and leads the implementation of solutions to leadership regarding gaps to assist with updated processes/procedures.
- Create documentation on practices and resources for use of TESLA PD.
- Coordinate with other PD team members ensuring Welcome Center has the latest versions of their documentation.
- Displays advanced skills and ability to identify root cause of problems and provide appropriate solutions for a variety of issues; identifies trends in order to effectively minimize or solve errors or bottlenecks; act as a subject matter resource for PD processes, procedures, and key functions; and can train others as needed.
- ??Collaborates with District Security to manage the Tesla PD Center's Safety Committee, building safety concerns, and oversees the scheduling and implementation of monthly safety drills
- Collaborates with district departments to facilitate Procurement requests, prepares budget transfers and journal entries, creates, prepares, and submits requests for checks and funding related to the Mill Levy Override PIP 7B

JOB TITLE

JOB DESCRIPTION

program, oversees the PD Department’s Instructional and Non-instructional accounts, and manages the Education Support Professionals Tuition Reimbursement program

- Manages extra duty pay slips processing for PD-related Executive Professionals, Certified, and ESP staff
- Tracks, approves, and enters substitutes for the MLO PIP 7B program supporting both the Academics Departments and non-instructional accounts
- Performs other related duties as assigned

**KNOWLEDGE, SKILLS AND ABILITIES**

- Position requires analytical, organizational, strong oral/written communication, interpersonal, problem solving, and independent decision-making skills.
- Excellent customer service skills, including timely and accurate responses to requests for information.
- Ability to handle multiple tasks with frequent interruptions.
- Ability to work with confidential information
- Knowledge of District policies and department procedures; State and Federal laws; and negotiated agreements.
- Advanced operating knowledge of and experience with computers to include software programs (Microsoft Office – Word and Excel), Google Suite, Internet (to include e-mail and calendar), District business systems, and general office equipment at time of hire.

- Ability to understand and apply standard database, spreadsheet and word processing software applications

**QUALIFICATIONS**

- Three years applicable experience
- Strong customer service experience in a high-volume work environment
- High School Diploma/GED required

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Educator and Stakeholder Development

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

While performing the duties of this job, the employee is regularly required to analyze, communicate, coordinate, evaluate, use interpersonal skills, and compile. The employee is frequently required to instruct and negotiate. The employee is frequently required to compute and copy.

**FLSA STATUS**

Non-exempt

**WORK YEAR**

260 Days (N13)

JOB TITLE

JOB DESCRIPTION

Paint Shop Crew Leader

SUMMARY OF FUNCTION

Schedules and reviews work schedules with the shop foreman for daily activities. Coordinates activities with appropriate school employees to ensure minimal disruptions to district activities.

ESSENTIAL JOB FUNCTIONS

- Estimates time and material cost of the job
- Reports same to the construction supervisor
- Schedules the jobs and obtains the materials
- Assigns job duties to journey painters
- Monitors job progress. Reports same to construction shop foreman
- Communicates with other craft/crew leaders on status of on-going jobs
- Inspects surfaces to be painted
- Determines method of preparation to ensure quality paint job
- Tapes, textures and finishes drywall and plaster
- Paints facilities and related surfaces
- Fabricates signs and stencils
- Lays out striping for athletic fields and parking lots
- Repairs damage to surface as needed, including brick and masonry surfaces, patching walls and replacing wall coverings
- Removes graffiti as needed
- Supervises crew assistants and painter helpers in performing daily duties
- Instructs assistant on proper methods for task completion and clean up

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the painting trade
- Ability to plan and supervise the work of skilled painters and assistants
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- Completion of apprenticeship in the painting trade
- Six years experience in the painting trade
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

Reports to Construction Shop Supervisor.

WORKING CONDITIONS

The work is performed on job sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Painter Journeyman

SUMMARY OF FUNCTION

Maintains and repairs interior and exterior surfaces throughout the district.

ESSENTIAL JOB FUNCTIONS

- Schedules and reviews work schedules with the shop foreman for daily activities
- Coordinates activities with appropriate school employees to ensure minimal disruptions to district activities
- Assigns task to crewmembers as needed
- Inspects surfaces to be painted and determines method of preparation to ensure quality paint job
- Tapes, textures and finishes drywall and plaster
- Repairs damage to surfaces as needed
- Includes patching walls, replacing wall coverings and brick and masonry surfaces
- Removes graffiti as needed
- Supervises crew assistants and painter helpers in performing daily duties
- Instructs assistant on proper methods for task completion and clean up

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the painting trade
- Ability to perform journey level painting and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- Completion of apprenticeship in the painting trade
- Four years of painting experience.
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)

ORGANIZATIONAL RELATIONSHIPS

Reports to Construction Shop Paint Crew Leader

WORKING CONDITIONS

The work is performed on job sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Palmer High School Principal

## SUMMARY OF FUNCTION

Facilitates programs and instructional practices based on analyses of student achievement data that results in increased academic achievement for all students using a continuous improvement model for instruction. Oversees staff, school functions and programs, building care, student activities and student discipline. Develops through a collaborative process, where appropriate, school procedures to ensure compliance within district, state and federal educational policies and objectives.

## ESSENTIAL JOB FUNCTIONS

- Directs and oversees the operations of the school
- Implements appropriate processes to develop policies, functional goals and objectives
- Directs and supervises sub-units and level teams to ensure compliance with overall goals
- Analyzes educational needs of community and related parental concerns
- Develops programs and oversees the implementation of special programs as required
- Utilizes the accountability process and involves and reports to parents as appropriate
- Evaluates and supervises instructional staff in meeting academic needs
- Directs professional staff in aligning curriculum/instruction to support standards
- Oversees, develops and trains teachers and educational staff
- Selects staff and assigns related duties and responsibilities
- Evaluates staff effectiveness and instructional strategies and develops plans for improvement using the continuous improvement process
- Establishes and oversees the management for daily school activities and events
- Administers district attendance policy
- Oversees due process of student appeals and disciplinary actions
- Attends student activities and events
- Supervises classrooms, hallways, lunchroom and outside campus
- Evaluates and oversees assistant principals and school staff
- Sets priorities and establishes programs, projects and policies as needed
- Establishes funding priorities for school expenditures and allocates funds accordingly
- Monitors spending and related budgeting activities that are aligned with the School Improvement Goals
- Represents the district at community functions and local business meetings to promote special programs and analyze program needs
- Develops and maintains community partnerships
- Serves on district leadership/management committees and special project groups as needed
- Prepares and generates related reports and documentation of administrative activities
- Monitors on-site construction/repair projects
- Represents school in planning and development of capital projects
- Manages facility to ensure compliance with applicable health and safety codes
- Ensures that facilities are maintained and/or upgraded to meet safety, cleanliness and instructional standards
- Participates and promotes stakeholder involvement in accountability through activities with Building Advisory Accountability Committee and other school partnerships

## OTHER DUTIES

- Performs related work as required

JOB TITLE

JOB DESCRIPTION

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Demonstrated ability to provide avenues of success for all students
- Classroom teaching and/or contractual administrative leadership experience, preferably at the level of the posted position
- Demonstrated ability to provide visionary leadership in restructuring initiatives that support increased student achievement via a continuous improvement model
- Knowledge of differentiated instructional strategies and classroom management strategies that support learning for all in a continuous improvement learning environment
- Demonstrated knowledge of the applications of technology in the instructional learning environment for continuous improvement
- Knowledge of subject areas, curriculum and alignment, standards-based education and performance assessments
- Demonstrated ability to provide leadership for staff development and the attainment of District Goals
- Ability to communicate effectively and mediate conflicts with students, staff, parents, and community groups while promoting school goals and building efficacy among all stakeholders
- Ability to analyze school achievement data and guide the accountability process successfully in full partnership with parents, staff and community members to ensure a results driven system

**QUALIFICATIONS**

- Colorado Initial or Professional School Principal License required (or have ability to attain at time of contract offer)
- Master's degree in education or education-related field
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position)

**ORGANIZATIONAL RELATIONSHIPS**

The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

226 Days for High School

Paraprofessional-SPED Inclusion Support Program

### **SUMMARY OF FUNCTION**

Assist Special Education/Regular Education teachers to meet the needs of children with special needs with academics, behavior modification, personal hygiene and /or physical/emotional conditions.

### **ESSENTIAL JOB FUNCTIONS**

- Works under the direction of a certified teacher to provide instructional support to students
- Create a positive classroom environment which upholds and enforces the school rules and is conducive to learning
- Drive Shuttle Bus as needed
- Demonstrates punctuality, good attendance, good attitude
- Develops and maintains professional working relations with other District employees
- Complies with the same ethical codes as all District employees
- Attire should reflect the professional position of the employees
- Assures that all student records of any description and information regarding students and staff are treated as confidential
- Is responsible for the proper use and care of classroom books and office materials
- Supervises students in classroom, playground, lunchroom and other areas
- Assist with toileting, including diapering and personal hygiene care
- Provide all required documentation for Medicaid reimbursement

### **OTHER DUTIES**

- Other duties as assigned

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines and faxes.
- Knowledge of classroom routine and general school procedures.
- Knowledge of educational disabilities
- Ability to work effectively with children with disabilities
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others.
- Ability to follow direction, be flexible and

### **QUALIFICATIONS**

- High School diploma or equivalent
- CPI certified or willingness to get CPI certified

### **ORGANIZATIONAL RELATIONSHIPS**

Reports to assigned teacher or supervisor

### **WORKING CONDITIONS**

Work is performed in office, classroom and /or other educational settings

### **PHYSICAL DEMANDS**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently sitting, standing, walking, balancing, reaching at desk and floor level, firm and

JOB TITLE

JOB DESCRIPTION

simple grasping. The work requires constant seeing, hearing, and talking. The work also involves operating a non-cdl school or activity bus on occasion. Typical positions require worker to be capable of climbing stairs, crawling, bending, kneeling, and reaching. Dragging and lifting from floor to shoulder height 60 lbs. on an occasional basis. Pushing, pulling, and carrying up to 50 lbs. on an occasional basis, and lifting shoulder to overhead 20 pounds on an occasional basis. Must be able to hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors. Must pass the U.S. Department of Transportation (DOT) Medical Examination. Subject to USDOT approved substance abuse testing program.

**FLSA STATUS**

Non-exempt

**JOB TITLE****JOB DESCRIPTION**

Parts Purchaser

**SUMMARY OF FUNCTION**

Assists the Fleet Manager in the Fleet Maintenance parts purchasing and inventory system related to vehicle repair and maintenance. Assists the Fleet Manager, ensuring the maintenance and operability of the district's school buses, support vehicles and associated equipment.

**ESSENTIAL JOB FUNCTIONS**

- Develops, maintains and publishes the service schedule for all District buses, vehicles and equipment
- Coordinates with other district departments to schedule vehicle service
- Ensures that all scheduled and non-scheduled maintenance is documented
- Maintains Fleet Maintenance inventory
- Prepares job orders and pulls parts for routine scheduled maintenance
- Processes and tracks purchase orders, maintaining all parts stock and order of all supplies related to maintenance support operations
- Ensures compliance with the District's acquisition regulations
- Maintains and accounts for the use of fleet fuel
- Maintains department's maintenance management records utilizing automated maintenance management systems
- Compiles monthly and annual reports of parts and fuel usage for School District 11 vehicle and equipment

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent communication skills, to include oral and written communications
- Ability to draft and produce letters, reports needed to account for department spending
- Ability to work effectively with others
- Knowledge and ability to use personal computers to include word processing, spreadsheets and data-base management programs

**QUALIFICATIONS**

- High school diploma or equivalent
- Two years experience in maintenance and/or parts purchasing
- Valid driver's license, capable of obtaining and maintaining a commercial driver's license
- CPR and First Aid certificates within 6 months of employment which includes medical qualifications required by Federal Motor Carrier Safety regulations
- Ability to maintain records, data-bases and files for maintenance management, inventory and accounting

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Fleet Manager.

**WORKING CONDITIONS**

The work is performed in office/garage environment at the district Facilities Operations and Transportation Center.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing and to detect odors.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt  
WORK YEAR  
260 days

Payroll Assistant

**SUMMARY OF FUNCTIONS**

Supports the accurate and timely processing of payroll for over 5,000 employees across the School District. This role is responsible for assisting with payroll preparation, ensuring compliance with applicable laws and district policies, maintaining payroll records, and providing excellent customer service to staff members regarding payroll-related inquiries.

**ESSENTIAL JOB FUNCTIONS**

- Posts and processes all semi-monthly/monthly payroll processing for all employee classifications (certificated, classified, substitutes, hourly, etc.)
- Enter and verify employee time records, leaves, overtime, stipends, and other payroll data in the payroll system.
- Ensure accurate processing of new hires, terminations, and employee status changes.
- Documents and reconciles changes as needed to include creating and issuing off cycle checks.
- Develops procedures for and prepare processes to validate payroll procedures.
- Creates, generate, and modifies computer spreadsheets/reports as needed to assist in monitoring and uploading accounts to include Savings Plans, Membership Dues, Stipends, Incentive Payments, Dockings, Teacher in Residence Program, stipends, non-recurring payments, Special Incentive Payments
- Prepares, sorts and distributes information as required
- Manage and perform calculations related to: Payroll Taxes, PERA Payment, District Garnishments, and Tax Deferments
- Responds to inquiries from district representatives, employees and the public regarding payroll, benefit deductions, stipends, etc.
- Run queries Generates reports and/or related correspondence as needed to respond to requests or to verify accuracy of payroll before processing and posting the pay
- Work with Compensation to review the across the boards to to verify accuracy.
- Collects and compiles data and communicates as needed
- Data entry for retroactive payments, late timesheets and compensation adjustments. Including retroactive reporting to Colorado PERA
- Trains, supervise, oversee, assign or coordinate the production of work projects by other clerical staff or departments
- Accurate and quick pay calculations
- Resolution of discrepancies in accounts and payment problems with vendors; use of standard purchasing procedures
- Initiates appropriate actions in the absence of administrator; may act as liaison between supervisor and other departments
- Coordinates in-service training with schools/departments
- Medical and industrial technology knowledge
- Assists in formulation of policy
- Support payroll compliance with federal and state wage and hour laws, retirement systems (e.g., Colorado PERA, Department of Labor, FLSA), and collective bargaining agreements
- Develops information related to federal/state funding
- Collaborate with HR and Benefits departments to ensure consistency of employee data
- Monitors and responds to emails in a timely manner
- Record correction and uploads for Time Clock Plus, work closely with the HRIS Coordinator

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of office practices and operation of standard office appliances,

JOB TITLE

JOB DESCRIPTION

- including desktop computers and copy machines
- Ability to operate standard database, spreadsheet and word processing software as it becomes available
  - Ability to communicate effectively
  - Ability to work cooperatively with others
  - Ability to maintain a calm demeanor when dealing with internal and external customers.
  - Ability to operate keyboard devices at a moderate speed; ability to use e-mail
  - Knowledge of payroll processing and/or standard accounts maintenance procedures
  - Ability to work longer hours if needed to meet Payroll deadlines
  - Maintain confidentiality and integrity of employee and payroll data.

**QUALIFICATIONS**

- High School diploma or equivalent
- Minimum three years clerical/secretarial/bookkeeping/account experience
- Knowledge of computers, software programs, database and spreadsheets
- Coursework in office practices/vocational courses

**ORGANIZATIONAL RELATIONSHIPS**

Reports to designated administrator

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

PeopleSoft System Administrator

**SUMMARY OF FUNCTION**

Plans, develops, and implements activities related to the design, maintenance, and security of the district's PeopleSoft software and database systems. This includes all maintenance activities tied to the HR/Payroll/Benefits/AR/AP/Budget/Inventory/Recruiting applications associated with the overall PeopleSoft system. Conducts system related feasibility studies, and manages system and data requirements supporting the development of PeopleSoft applications.

**ESSENTIAL JOB FUNCTIONS**

- Maintain and provide systems administration for the PeopleSoft HRMS and Financials applications (Installation, configuration, and maintenance).
- Provide maintenance and support for the installation of patches and fixes for PeopleSoft for the development, test, and production environments.
- Provide installation, configuration, and maintenance of application servers, process schedulers, web servers, report servers, and file servers.
- Provide installation and configuration of Tuxedo, Web Logic, Reports, and Process Servers.
- Perform application and PeopleTools upgrades.
- Support migration of code in all environments.
- Provide application migrations to new hardware and related cutover.
- Provide support for setup roles, permissions and general development security.
- Establish and support coordination with DBA resources to define and maintain PeopleSoft requirements and backup strategy.
- Provide coordination with Infrastructure/Network team to define Server/Network systems requirements and backup strategy.
- Monitor system performance and administration of services for all of the PeopleSoft environments.
- Provide technical and application support for PeopleSoft applications.
- Support and develop enhancements to PeopleSoft applications.
- Develop, monitor, and troubleshoot workflow processes.
- Troubleshoot development and production application problems across multiple environments.
- Assist with debugging and tuning issues.
- Create and maintain technical documentation.
- Adhere to all change management processes and procedures.

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to implement new PeopleSoft releases, maintenance packages, bug fixes, and customizations as used by the District
- Strong organizational and logic skills
- Effective written and verbal communication skills
- Good people skills, with ability to work independently
- Ability to keep abreast of developments in the field
- Understanding and/or experience with SQL language
- Understanding and/or experience with PeopleSoft applications

**QUALIFICATIONS**

- B.S. Computer Science or related area, or equivalent experience
- Three or more years' experience in applications development.
- Excellent working knowledge of, and experience with, large financial and HR applications

**PREFERRED QUALIFICATIONS**

- Experience in, or familiarity with, data management in an educational

JOB TITLE

JOB DESCRIPTION

environment

- Experience with PeopleSoft
- Experience with SQL query language

**ORGANIZATIONAL RELATIONSHIP**

Reports to Director of Application Development Services

**WORKING CONDITIONS**

The work is performed in a typical office environment. The work requires long periods of computer use that require the use of fingers to operate. The work may require worker to walk or stand for long periods. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FSLA**

Exempt

**WORK YEAR**

260 days

## JOB TITLE

## JOB DESCRIPTION

Peoplesoft System Administrator II

&lt;figure class="table"&gt;

## SUMMARY OF FUNCTION

Plans, develops, and implements activities related to the design, maintenance, and security of the district's Peoplesoft software and database systems. This includes all maintenance activities tied to the HR/Payroll/Benefits/AR/AP/Budget/Inventory/Recruiting applications associated with the overall Peoplesoft system. Conducts system related feasibility studies, and manages system and data requirements supporting the development of Peoplesoft applications.

## ESSENTIAL JOB FUNCTIONS

- Maintains and provides systems administration for the PeopleSoft HRMS and Finance applications (Installation, configuration, and maintenance).
- Provides maintenance and support for the installation of patches and fixes for PeopleSoft for the development, test, and production environments.
- Provides installation, configuration, and maintenance of application servers, process schedulers, web servers, report servers, and file servers.
- Provides installation and configuration of Tuxedo, Web Logic, Reports, and Process Servers.
- Performs application and PeopleTools upgrades.
- Supports migration of code in all environments.
- Provides application migrations to new hardware and related cutover.
- Provides support for setup roles, permissions, and general development security.
- Establishes and supports coordination with DBA resources to define and maintain PeopleSoft requirements and backup strategy.
- Provides coordination with Infrastructure/Network team to define Server/Network systems requirements and backup strategy.
- Monitors system performance and administration of services for all of the PeopleSoft environments.
- Provides technical and application support for PeopleSoft applications.
- Supports and develops enhancements to PeopleSoft applications.
- Develops, monitors, and troubleshoots workflow processes.
- Troubleshoots development and production application problems across multiple environments.
- Assists with debugging and tuning issues.
- Creates and maintains technical documentation.
- Complies with all change management processes and procedures.

## OTHER DUTIES

- Performs related duties as assigned.

## KNOWLEDGE, ABILITIES AND SKILLS

- Ability to implement new PeopleSoft releases, maintenance packages, bug fixes, and customizations as used by the District
- Strong organizational, problem-solving, and troubleshooting skills
- Effective written and verbal communication skills
- Excellent people skills, adept at both working in teams and working independently
- Ability and motivation to keep abreast of developments in the field
- Understanding and/or experience with SQL language
- Experience with Peoplesoft applications

## QUALIFICATIONS

- B.S. Computer Science or related area, or equivalent experience
- Experience in information technology and applications development
- Three or more years experience in systems administration
- Excellent working knowledge of, and experience with, large financial and HR

JOB TITLE

JOB DESCRIPTION

applications

PREFERRED QUALIFICATIONS

- Experience in, or familiarity with, data management in an educational environment
- Experience with HR and Finance Peoplesoft applications/modules
- Experience with SQL query language

ORGANIZATIONAL RELATIONSHIP

Reports to Director of Application Development Services

WORKING CONDITIONS

The work is performed in a typical office environment. The work requires long periods of computer use that require the use of fingers to operate. The work may require worker to walk or stand for long periods. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FSLA

Exempt

WORK YEAR

260 days

</figure>

Personalized Learning Project Director

*SUMMARY OF FUNCTION*

The primary function is to provide system support, execution and coaching for innovative learning program development.

*ESSENTIAL JOB FUNCTIONS*

- Leads program execution for grants and initiatives designed to transform teaching and learning such as personalized learning, blended learning, infusion of creative industry entrepreneurial competencies, flexible learning environments focused on post-secondary and workforce readiness development.
- Develop district-wide action plan and terminology definitions for transformative teaching and learning initiatives aligned with district strategic plan, vision and mission.
- Communicate and collaborate with all district department and school personnel to ensure all grants/initiatives are implemented through coordinated efforts.
- Communicate and collaborate with external partners, community and families to further sustainability and understanding on innovative learning program

*KNOWLEDGE, ABILITIES AND SKILLS*

- Possess knowledge of and understanding of innovative learning research, strategies and initiatives and accompanying technologies (e.g. personalized learning processes)
  - Demonstrate effective internal and external communication
  - Demonstrate effective knowledge and skills for budgeting, expenditure, approval processes, and system efficiency procedures
  - Successful experience in leading collaborative team building
  - Possess knowledge of and skill at maintaining district culture, climate and goals with integrity
  - Possess knowledge of and ability to follow all district, state and national statutes/policies when executing grant or initiatives
  - Ability to communicate effectively orally and in writing;
  - Excellent facilitation, presentation and coaching skills for adult professional development;
  - Effective communication and conflict resolution skills
- QUALIFICATIONS*
- More than 5 years teaching experience
  - Master's degree or equivalent experience with current Colorado professional licensure
  - Demonstrated leadership experience in the K-12 educational system;
  - Demonstrated project management and grant administration skills;
  - Experience developing and providing professional development for a variety of stakeholders
- ORGANIZATIONAL RELATIONSHIPS*
- The facilitator is evaluated by the Director of Curriculum and Instruction within the Division of Achievement, Learning, and Leadership

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*WORKING CONDITIONS*

- The work is performed in a typical school or office environment
- Flexibility in daily work schedule is required

*PHYSICAL DEMANDS*

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer, keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect others.

JOB TITLE

JOB DESCRIPTION

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

JOB TITLE

JOB DESCRIPTION

Personalized Learning Systems Coordinator

SUMMARY OF FUNCTION

The primary function is to provide academic learning, literacy and system support through aligned, purposeful execution and coaching.

ESSENTIAL JOB FUNCTIONS

- Leads program execution initiatives designed to transform teaching and learning such as personalized learning, deeper learning connected to the D11 Graduate Profile and Academic Master Plan, differentiation and flexible learning environments to meet all student needs
- Foster and continue systems alignment to ensure a shared understanding of the vision, definitions of personalized learning to help inform education stakeholders and advance transformative teaching and learning practices that support equitable learning
- Support district-wide action plan for transformative teaching and learning initiatives
- aligned with district strategic plan, vision, and mission.
- Communicate and collaborate with all district department and school personnel to
- ensure all grants/initiatives are implemented through coordinated efforts.
- Design and implement professional learning and provide coaching support for a common
- understanding of Best, First Instruction Tier I learning system
- Communicate and collaborate with external partners, community and families to further
- sustainability and understanding on innovative learning programs.

OTHER DUTIES

- Other duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Possess knowledge of and understanding of innovative learning research, strategies and initiatives and accompanying technologies (e.g. personalized learning processes)
- Demonstrate literacy expertise to include discipline literacy
- Demonstrate effective internal and external communication
- Demonstrate effective knowledge and skills for budgeting, expenditure, approval processes, and system efficiency procedures
- Successful experience in leading collaborative team building
- Possess knowledge of and skill at maintaining district culture, climate and goals with integrity
- Possess knowledge of and ability to follow all district, state and national statutes/policies when executing grant or initiatives
- Ability to communicate effectively orally and in writing;
- Excellent facilitation, presentation and coaching skills for adult professional development;
- Effective communication and conflict resolution skills

QUALIFICATIONS

- More than 5 years teaching and or educational leadership experience
- Master's degree or equivalent experience with current Colorado professional licensure
- Demonstrated leadership experience in the K-12 educational system
- Demonstrated project management and budget administration skills
- Experience developing and providing professional development for a variety of

JOB TITLE

JOB DESCRIPTION

stakeholders

ORGANIZATIONAL RELATIONSHIPS

Reports to {Director of Curriculum and Instruction}

- Member of the Curriculum and Instruction office within the Division of Achievement, Learning and Leadership

WORKING CONDITIONS

- The work is performed in a typical school or office environment
- Flexibility in daily work schedule is required

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer, keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal and or aided vision and hearing, and to detect others.

FLSA STATUS

Non-exempt/exempt (ESP are non-exempt, ExecPro and Teachers are exempt)

WORK YEAR

207 Days

Physical Therapist

**SUMMARY OF FUNCTION**

This position provides specialized programming for student with disabilities who are eligible for Special Education services as defined by the Individual with Disabilities Education Act and the Colorado Exception Children's Education Act. Physical Therapist will provide individualized instruction to develop educationally related gross motor, and/or self-help skills in order to assure students receive reasonable educational benefit and have equal access to the general education curriculum. Displays personal qualities which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

**ESSENTIAL JOB FUNCTIONS**

- Completes assessment of motor skill development with a focus on educational functioning
- Participates as part of a multidisciplinary team, which develops educational plans for students with disabilities
- Provides direct and consultative instructional services to students regarding motor skill development to assure reasonable educational benefit in the least restrictive environment
- Collaborates/consults with school staff, parents and outside agencies to assure issues regarding motor skill development is appropriately addressed in the school setting
- Works to promote independent functioning in activities of daily living such as wheel chair transfers and movement transitions
- Consults with physical education staff to assure that students with disabilities have the opportunity to participate in physical education programs to the fullest extent possible
- Prepares reports and appropriate documentation to assure accountability, including Medicaid billing
- Implements district, state and federal special education regulations as they relate to motor skill development
- Provides direct training for all Educational Assistants/SPED staff for transfers, lifting, gait belt usage, and proper equipment usage, etc. and provides in-service training to others staff as needed/requested
- Interfacing with health care providers including the Health Department, Private Physical Therapists, Physicians and medical equipment vendors
- Provide all services regarding equipment including delivery, maintenance, tracking and ordering as needed
- Consults throughout the RtI process by providing strategies for Tier 1& 2 students
- Coordinates and plans for a flexible schedule required for multiple destinations and student/staff schedules. This often requires extensive travel and planning time
- Consults with Risk Management regarding school evacuation training and school facility access issues as needed

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Current knowledge of a variety of curricular modification/accommodation strategies
- Current knowledge of State and Federal Special Education law, rules and regulations
- Knowledge of using data analysis to develop and monitor instructional programs

JOB TITLE

JOB DESCRIPTION

- Knowledge of general organization and functions of public school system
- Good communication and organizational skills
- Ability to form professional relationships with a variety of individuals
- Knowledge of child and adolescent development
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Demonstrates accomplishments in keeping professionally current

QUALIFICATIONS

- Colorado DORA License as Physical Therapist
- National Board for Certification in Physical Therapy
- Colorado Department of Education Professional Special Services License

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director of Special Education or designee.

WORKING CONDITIONS

The work is performed in a school classroom or other school environment.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

EXEMPT

JOB TITLE

JOB DESCRIPTION

Planner and Estimator

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN  
1115 North El Paso Street  
Colorado Springs, CO 80903

JOB TITLE/DEPARTMENT/SECTION JOB NO.

Planner & Estimator (P&E) Business Services/ R08x  
Facilities, Operations & Transportation

SUMMARY OF FUNCTION

Performs a host of paraprofessional support duties related to facilities maintenance and construction project planning, development, estimating, inspection, surveillance and scheduling.

ESSENTIAL JOB FUNCTIONS

- Researches work requests and proposed projects; develops job scopes, execution plans and cost estimates; and coordinates work requirements with related shops and/or contractors.
- Manages the district's facility condition and preventive maintenance inspection (FC/PMI) system. Performs periodic inspections, reviews and documents findings, maintains records, and develops corrective action plans.
- Acts as project manager for assigned projects. Acts as contracting officer's technical representative for compliance with contract requirements, and makes recommendations for work acceptance, payments and corrective actions.
- Manages the department's work order completion and customer satisfaction survey report system, interfacing directly with school principals.
- Performs routine quality assurance and job progress surveillance for in-house projects and assigned contracts using site visits, meetings, and reviews of records and documents.
- Fills in for the Maintenance Manager in his or her absence.

OTHER DUTIES

- Performs related work as required.

KNOWLEDGES, ABILITIES AND SKILLS

- A broad knowledge of a wide variety of related trades with detailed, expert knowledge in at least two major areas.
- Proficient in informal and formal project estimating techniques such as Means Cost Estimating or an equivalent.
- Ability to read and understand contracts, construction drawings and specifications.
- Ability to work cooperatively with others.
- Strong computer skills in both standard (MS Office) and specialty software packages (like Maximo).
- Skill in using the tools, equipment and materials of the trade.

JOB TITLE

JOB DESCRIPTION

- Ability to work independently.

QUALIFICATIONS

- Ten years experience in facilities maintenance and construction.

- High School Diploma or equivalent

- Valid Colorado driver's license with good driving record

ORGANIZATIONAL RELATIONSHIPS

Reports to Maintenance Manager.

WORKING CONDITIONS

- The work is performed both in an office and on a variety of job sites throughout the district.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

APPROVED ON BEHALF OF JOB EVALUATION COMMITTEE: DATE:

JOB TITLE

JOB DESCRIPTION

Plumber Apprentice

SUMMARY OF FUNCTION

Performs routine and emergency plumbing repair, installation and maintenance on district facilities.

ESSENTIAL JOB FUNCTIONS

- Performs routine plumbing, repair and maintenance on district facilities
- Includes fixing drains, sinks, stools, urinals and related sewage systems and fixtures
- Fixes water leaks
- Repairs joints, connections and receptacles
- Repairs and replaces parts and fixtures related to steam and hot water heat system
- Fixes line leaks, coil leaks and pipe related problems
- Fixes steam traps and condensation pumps
- Installs, repairs and inspects gas piping, water heaters and vents
- Installs and maintains related joints, connections and other devices
- Performs installations and repairs in manner consistent with uniform state and local plumbing codes to insure protection of water system
- Maintains proper care of district equipment and tools
- Repairs interior and exterior sump pumps
- Cooperates with other trades as a team member
- Performs related emergency repairs as needed

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGES, ABILITIES AND SKILLS

- Knowledge of the plumbing trade
- Ability to perform apprentice level plumbing and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High school diploma or equivalent
- One year of plumbing experience

ORGANIZATIONAL RELATIONSHIPS

- Reports to Mechanical Shop Supervisor

WORKING CONDITIONS

The work is performed at shops and at work sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Plumber Helper

## SUMMARY OF FUNCTION

Performs routine and emergency plumbing repair, installation and maintenance on district facilities under the supervision of a master or journeyman plumber.

## ESSENTIAL JOB FUNCTIONS

- Performs routine plumbing, repair and maintenance on district facilities
- Includes fixing drains, sinks, stools, urinals, backflow preventer and related sewage systems and fixtures
- Fixes water leaks
- Repairs joints, connections and receptacles
- Repairs and replaces parts and fixtures related to steam heat system
- Fixes line leaks, coil leaks and pipe related problems
- Fixes steam traps and condensation pumps
- Installs, repairs and inspects gas piping, water heaters and vents
- Installs and maintains related joints, connections and other devices
- Performs installations and repairs in manner consistent with uniform state and local plumbing codes to insure protection of water system
- Maintains proper care of district equipment and tools
- Repairs interior and exterior sump pumps
- Cooperates with other trades as a team member
- Performs related emergency repairs as needed

## OTHER DUTIES

- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the plumbing trade
- Ability to perform journey level plumbing and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

## QUALIFICATIONS

- High school diploma or equivalent
- Four years of plumbing experience
- Journey level plumbing license

## ORGANIZATIONAL RELATIONSHIPS

Reports to Plumbing Supervisor.

## WORKING CONDITIONS

The work is performed at shops and at work sites.

## PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

## FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Plumber Journeyman

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN  
1115 North El Paso Street  
Colorado Springs, CO 80903

JOB TITLE DEPARTMENT/SECTION JOB NO.

Plumbing Journeyman Business Services/ R05  
Physical Services/Maintenance

SUMMARY OF FUNCTION:

Performs routine and emergency plumbing repair, installation and maintenance on district Facilities.

ESSENTIAL JOB FUNCTIONS

- Performs routine plumbing, repair and maintenance on district facilities. Includes fixing drains, sinks, stools, urinals and related sewage systems and fixtures. Fixes water leaks. Repairs joints, connections and receptacles.
- Repairs and replaces parts and fixtures related to steam and hot water heat system. Fixes line leaks, coil leaks and pipe related problems. Fixes steam traps and condensation pumps.
- Installs, repairs and inspects gas piping, water heaters and vents. Installs and maintains related joints, connections and other devices.
- Performs installations and repairs in manner consistent with uniform state and local plumbing codes to insure protection of water system.
- Maintains proper care of district equipment and tools.
- Repairs interior and exterior sump pumps.
- Cooperates with other trades as a team member. Performs related emergency repairs as needed.

OTHER DUTIES

- Performs related duties as assigned.

KNOWLEDGES, ABILITIES AND SKILLS

Knowledge of the plumbing trade.

Ability to perform journey level plumbing and related work.

Ability to communicate effectively.

Ability to work cooperatively with others.

Skill in using the tools, equipment and materials of the trade.

QUALIFICATIONS

- High school diploma or equivalent.
- Four years of plumbing experience.

JOB TITLE

JOB DESCRIPTION

- Journey level plumbing license.
- Able to obtain backflow and CPO license within one year.

ORGANIZATIONAL RELATIONSHIPS

Reports to Mechanical Shop Supervisor.

WORKING CONDITIONS

The work is performed at shops and at work sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt.

JOB TITLE

JOB DESCRIPTION

Plumbing Journeyman

SUMMARY OF FUNCTION

Performs routine and emergency plumbing repair, installation and maintenance on district facilities.

ESSENTIAL JOB FUNCTIONS

- Performs routine plumbing, repair and maintenance on district facilities; includes fixing drains, sinks, stools, urinals and related sewage systems and fixtures
- Fixes water leaks
- Repairs joints, connections and receptacles
- Repairs and replaces parts and fixtures related to steam heat system
- Fixes line leaks, coil leaks and pipe related problems
- Fixes steam traps and condensation pumps
- Installs, repairs and inspects gas piping, water heaters and vents
- Installs and maintains related joints, connections and other devices
- Performs installations and repairs in manner consistent with uniform state and local plumbing codes to insure protection of water system
- Maintains proper care of district equipment and tools
- Repairs interior and exterior sump pumps
- Cooperates with other trades as a team member
- Performs related emergency repairs as needed

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the plumbing trade
- Ability to perform journey level plumbing and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High school diploma or equivalent
- Four years of plumbing experience
- Journey level plumbing license

ORGANIZATIONAL RELATIONSHIPS

Reports to Plumbing Supervisor.

WORKING CONDITIONS

The work is performed at shops and at work sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Point-of-Sale Coordinator

SUMMARY OF FUNCTION

Provides support to the Food& Nutrition Services Department in the maintenance and operation of the POS program with technology integration efforts/activities. Supports daily access to and utilization of information and technology resources.

ESSENTIAL JOB FUNCTIONS

- Maintains current knowledge of POS and Free& Reduced eligibility system (School Net)
- Coordinates with I.S. and School Net on maintaining and improving the POS system (includes software upgrades/reporting changes)
- Assists with the configuration of hardware, software, network and professional development services to provide timely access to information and services
- Coordinates equipment and software procurement in accordance with District standards through the district procurement office
- Coordinates equipment and software installation at all sites
- Answers questions from FNS staff related to POS system and resolves issues
- Coordinates in-service training on POS system and other technology subjects with FNS staff
- Conducts training programs for staff
- Provides on-site technical services to support program
- Acts as liaison between Director and computer department
- Troubleshoots computer or system problems at both District level and site level
- Maintains fiscal year timeline for program roll-out
- Implements appropriate records retention schedules for NSLP and NSBP mandates
- Makes determination on equipment failure and initiates actions for immediate replacement or repair of defective components to restore service

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of Federal guidelines for the National School Lunch Program and the National School Breakfast Program
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
- Ability to operate keyboard devices at a rapid rate
- Ability to perform general office clerical work quickly and efficiently and in large volume
- Ability to use word-processing software effectively
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent
- Two years technological experience preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to site administrator as assigned or designee

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical

JOB TITLE

JOB DESCRIPTION

positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

Post Secondary Transition Specialist

**SUMMARY OF FUNCTION**

The Transition Specialist will develop and oversee Transition services for students enrolled in the D11 Transition Program. This includes supervisory responsibilities for the certified and non-certified staff of the Transition Program and interaction with other D11 program administrators. To facilitate the achievement of the desired post-school outcomes for students with disabilities, the Transition Specialist will also closely align with the CTE department to create links for students to vocational and developmental training as well as the Community Centered Board to ensure students and families are set up for achievement of their post-secondary independent living goals.

**ESSENTIAL JOB FUNCTIONS**

- Coordinate all 18-21 programming offerings within school district 11
- Refer students to the Division of Rehabilitation Services as appropriate.
- Refer students for community-based transition programs and serve as a liaison for those placements and the school district
- Supervise all Transition Teaching and ESP Staff
- Educate parents by distributing information on transition issues, hosting parent information meetings, and scheduling tours of adult facilities
- Respond promptly to questions and parent concerns.
- Maintain required paperwork including but not limited to Indicator 13 and Indicator 14 CDE data collections
- Participate with the Special Education Office in the development of the program budget by evaluating the financial needs of the program and making recommendations for adequate funding.
- Formally evaluate certified and classified staff consistent with D11 and state requirements.
- Provide effective guidance and technical assistance to staff, especially to those in need of improvement of performance.
- Deliver professional development of staff including on writing quality Indicator 13 compliant IEP documents.
- Conduct regularly scheduled staff meetings to discuss and resolve staff and program issues and concerns.
- Keep the Special Education Office informed of program, staff, facility and equipment needs.
- Coordinate with CTE department regarding opportunities for post-secondary education and certification program completion
- Partner with community agencies to address needs for individuals with disabilities

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Familiarity of characteristics of a wide range of disabilities
- Experience in instructional design and modifications
- Independent work ethic for self management of schedule 6. Excellent communication and collaboration skills
- Professional appearance and demeanor
- Excellent organizational and writing skills
- Ability to multi-task, schedule and facilitate both short and long term projects
- Ability to maintain a positive and flexible attitude toward daily responsibilities, colleagues and schedule
- Knowledge of the administrative regulations for special education and transition services
- Thorough knowledge of current theory, philosophy and practice in assessment, curriculum, instruction and professional development

**QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

- Three or more years of experience in Secondary Special Education
- CDE Special Education or Special Service Provider license
- Preferred: CDE Special Education Director of Administrator License (Will consider those enrolled in Administrator program who are eligible for a TEE)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Special Education or Designee

**WORKING CONDITIONS**

PHYSICAL DEMANDS

**FLSA STATUS**

Exempt (P06)

**WORK YEAR**

260 Days

Pre-Boarding Specialist

**SUMMARY OF FUNCTION**

The Pre-Boarding Specialist works under the general supervision of the Assistant Director of Talent Acquisition in the onboarding efforts of D11. The major role of this position is making offers and collaborating with the Talent Management Team with designing, refining and executing onboarding strategies of licensed, classified (ESP) and temporary employees for multiple K-12 schools and departments. The role also entails working with the Assistant Director of Talent Acquisition in supporting schools and departments with various employment issues related to staffing, contract interpretation, licensing and any other applicable Talent Management (HR) functions. This role is to assist in the recruitment efforts through providing support with Job Fairs and Hiring Fairs, as well as assisting the Director of Talent Development on any pre-boarding and onboarding activities.

**ESSENTIAL JOB FUNCTIONS**

- Assists applicants through the offer, post-offer and pre-employment process, including clear communication and verification regarding minimum requirements, licensing requirements, education/certification requirements, background checks, pre-employment physicals, and drug screens.
- Processes offers of employment timely and efficiently in a complex Human Resource Information System (HRIS) and other systems related to employment.
- Confirms that all new hire documentation (offer letters, etc) is completed and received.
- Works closely with the Compensation Department to determine salaries by assessing experience and education (following established guidelines per D11 and/or bargaining unit).
- Maintains communication with new employees, hiring managers, and the Talent Acquisition team throughout the pre-boarding process.
- Research answers to complex Talent Management (HR) questions and clearly communicate resolution to all parties; escalate according to established standard operating procedure
- Works with other departmental and district staff on issues of mutual concern such as processes and problem solving
- Assists the Assistant Director of Talent Acquisition in preparing recruitment materials
- Assists the Assistant Director of Talent Acquisition in posting open positions to appropriate job boards (LinkedIn, High Five, Indeed, Colleges, etc).
- Interprets employment law under the guidance of the Assistant Director of Talent Acquisition
- Participate in various recruiting events for all staff types, on site, off site and virtual events. In-state and out-of-state travel may be required
- Perform other duties as assigned

**KNOWLEDGE, SKILLS AND ABILITIES**

- Requires the ability to interact and effectively communicate (oral and written) with a diverse workforce, community members, and various organizations
- Comprehension of the written English language
- Excellent organizational and interpersonal skills
- Ability to calculate and solve basic mathematical computation.
- Excellent customer service skills, including timely and accurate responses to requests for information
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization may exist
- Ability to effectively handle multiple demands and competing deadlines
- Strong attention to detail
- Ability to handle multiple tasks with frequent interruptions
- Aptitude to handle a variety and changing expectations in a fast-paced, high-volume environment
- Operating knowledge of and experience with computers and software

JOB TITLE

JOB DESCRIPTION

(Windows, Microsoft Office - Word, Excel, Google Suite, etc.), Internet, e-mail and general office equipment

- Expectation (within 12 months of hire) that working knowledge will be obtained regarding a complex HRIS system (PeopleSoft), District policies, negotiated agreements and Talent Management (HR) processes and procedures (to be able to effectively handle the majority of questions related to the entire staffing, recruiting, and pre-employment and employment processes)
- Ability to manage multiple candidates in various stages of the process simultaneously
- Ability to work both independently and collaboratively to find answers to complex Talent Management (HR) questions and clearly communicate resolution to all parties
- Ability to escalate situations according to established standard operating procedure
- Working knowledge of Colorado Department of Education (CDE) teacher and special service provider license requirements
- General knowledge of applicable laws, rules and regulations governing human resources management activities

**QUALIFICATIONS**

- High school diploma/GED (required) plus coursework in business or office practices (optional)
- 2 year's experience with customer service, pre-boarding, onboarding and experience with business office operations (required).
- K-12 school district experience (preferred)
- 3 years Human Resources experience (preferred).

**MENTAL REQUIREMENTS**

While performing the duties of this job, the employee is regularly required to analyze, communicate, coordinate, evaluate, use interpersonal skills, and compile data. The employee is frequently required to instruct and negotiate. The employee is occasionally required to compute.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports directly to the Assistant Director of Talent Acquisition
- Interfaces daily with department staff, district employees, and members of the public.
- Represents the District and the Department to all levels of the organization and public who need to have information provided, questions answered, or problems resolved in a timely and effective manner

**WORKING CONDITIONS**

Work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work requires manual dexterity and extensive use of a computer terminal, video monitor and printer. Long periods of sitting are required. Must be able to lift up to 20 pounds, climb stairs, bend, reach, and use the telephone.

**FLSA STATUS**

Non-Exempt

**WORK YEAR**

260 Days

260 Days

Preschool Classroom Lead

**SUMMARY OF FUNCTION**

The Preschool Classroom Lead plans and implements all classroom activities under the guidance of the Early Childhood Office. Responsibilities include supervising preschool students, lesson planning, data collection and progress monitoring, managing all daily routines, regular communication with parents and other school personnel, and participation in IEP meetings.

**ESSENTIAL JOB FUNCTIONS**

- Plan and carry out the daily preschool routine, under the guidance of the early childhood office
- Implement lessons that are engaging, developmentally appropriate, aligned to best-practices, program philosophies, and the preschool curriculum, and are differentiated based on the needs and interests of students
- Ensure all special education accommodations are provided and implemented as determined by the special education team.
- Assist in collecting data needed for special education progress monitoring, and participate in IEP meetings for students eligible for special education services
- Provide regular communication to families regarding classroom happenings, as well as about the strengths and needs of their child
- Plan and lead parent-teacher conferences two times per year.
- Work collaboratively with preschool paraprofessionals, special education staff, and Early Childhood Office staff
- Maintains a neat and orderly environment conducive to learning
- Follows Colorado Department of Human Services Child Care Center licensing
- Follows standards of the Department of Health
- Collect data used for progress monitoring and state reporting, using the Teaching Strategies Gold assessment tool.
- Attends district meetings as recommended
- Participates in recommended training programs, conferences, courses and other activities contributing to professional growth

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of early childhood development and effective teaching strategies for young children
- Ability to communicate clearly, written and verbal
- Skills in teaming and collaboration with colleagues

**QUALIFICATIONS**

- Eligibility for Large Center Director and Early Childhood Teacher certifications as determined by the Colorado Department of Early Childhood
- Enrollment in a state-approved program for ECE/ECSE licensure
- Prior experience working with preschool-age children

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the school principal. Additional supervision and program guidance provided by the Director of Early Childhood Education.

**WORKING CONDITIONS**

Duties are performed in a preschool classroom environment

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders

JOB TITLE

JOB DESCRIPTION

or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-exempt

Principal - Achieve Online and The Digital School

### **SUMMARY OF FUNCTION**

Conducts the overall administration of school functions. Develops/directs staff development, is responsible for evaluations, discipline, budgeting, and daily school administration. Responsible for assessing needs, data collection and analysis, and designing programs to increase student achievement.

### **ESSENTIAL JOB FUNCTIONS**

- Directs and oversees the operations of designated school
- Implements appropriate processes to develop policies, functional goals and objectives
- Directs and supervises sub-units and level teams to ensure compliance with overall goals
- Analyzes educational needs of community and related parental concerns
- Develops programs and oversees the implementation of programs
- Uses the accountability process and involves and reports to parents as appropriate
- Evaluates and supervises staff in meeting academic needs
- Directs professional staff in aligning curriculum/instruction to support standards
- Selects staff and assigns related duties and responsibilities
- Evaluates staff effectiveness and instructional strategies and develops plans for improvement
- Establishes and oversees the management of daily school activities and events
- Administers district attendance policy
- Oversees due process of student appeals and disciplinary actions
- Attends student activities and events
- Supervises classrooms, hallways, lunchroom and outside campus
- Directs the implementation of the school discipline model
- Supports staff in curriculum and professional development and in coordinating and implementing special projects
- Maintains contact and collaborates with students, parents, and staff to ensure a safe and productive learning environment of continuous improvement
- Counsels students, staff, and parents as needed and responds to student concerns
- Represents school in outside activities
- Serves on district committees and community groups. Attends/supervises extracurricular student activities and functions

### **KNOWLEDGE, ABILITIES, AND SKILLS**

- Demonstrated ability to provide avenues of success for all students
- Demonstrated ability to motivate and positively influence students in digital and on-line school programs
- Demonstrated knowledge of the applications of technology in the instructional learning environment
- Ability to communicate and mediate effectively with students, parents, staff, and the community to ensure a safe and productive learning environment
- Demonstrated ability to provide visionary leadership to digital and on-line programs
- Develop instructional goals, and conduct staff evaluations to increase student achievement and provide professional growth of all employees

### **OTHER DUTIES**

- Performs related work as required

### **QUALIFICATIONS**

- Master's degree in education or education-related field
- Valid Colorado Initial or Professional School Principal License required

JOB TITLE

JOB DESCRIPTION

- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position)

**ORGANIZATIONAL RELATIONSHIPS**

- The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.
- Provides leadership and supports Roy J. Wasson Academic Campus as a whole
- Supervises school staff
- Interacts with and focuses on students and customers

**WORKING CONDITIONS**

Works is performed in a typical office/school environment.  
Work is performed in an alternative and nontraditional school environment

**PHYSICAL DEMANDS**

The work is mostly sedentary; requires the use of a computer, ability to lift and carry up to 20 pounds.

**FLSA STATUS**

Exempt

**WORK YEAR**

210 Days

Principal - Online School

**SUMMARY OF PURPOSE**

The principal will serve in the planning and administration of a new online and evolving innovation school in development in District 11 scheduled for launch in Fall 2021.

Phase One - Prepare for Fall 2021 Launch - The principal is responsible for the development of the mission and vision, planning, and execution of a new online school opening Fall 2021. The 2020-2021 school year is being utilized as a planning year, whereby the principal will be in charge of planning and executing on all deliverables to ensure a high quality and sustainable online offering for the D11 community. The principal will facilitate and lead all decision making regarding the development of: a scope and sequence to launch the school, the curricular framework and pedagogical approach of the school, use of individualized pathways for learners, accountability systems aligned to school vision and board policies, opportunities for community and stakeholder input, and the development of hiring criteria, hiring and onboarding for all staff for the new school.

Phase Two - Fall 2021 Launch through Spring 2022 and Ongoing Innovative Development - The principal is responsible for the learning, growth and achievement of students and staff. The principal will continue to lead and grow the implementation of the school's year one plan as well as continue developing future plans to increase innovation over time. The principal will design a distinctive school model with unique plans of instruction and actively research innovation status opportunities with the Colorado Department of Education. This instructional leader will support, advocate, communicate and monitor learner outcomes with the creation of systems and structures that empower educational stakeholders and to build a strong climate and culture in the school.

**ESSENTIAL JOB FUNCTIONS**

- Serve as a visionary in the development of a distinctive online and evolving innovative school model dedicated to the development and growth of all eight competencies in the D11 Graduate Profile.
- Lead and facilitate execution of the school plan for the launch and sustainable success of a new online and evolving innovative school.
- Develop hiring criteria specific to the distinctive school model, hire, supervise and evaluate all school staff members.
- Lead and facilitate a wide variety of communication strategies with all stakeholders with clarity and specific to the audience in the planning, launch, and ongoing administration of the school.
- Lead and manage a marketing and enrollment process.
- Communicate and collaborate with families and community members with responsiveness to diverse community interests and needs.
- Ensure ongoing cycles of access and response to student voice are embedded in school planning, improvement and decision making within creative, innovative processes for the school.

- Design and implement processes for family and community engagement, partnerships and mobilization of community resources to support and enhance learner experiences.
- Promote a professional, supportive, and inclusive environment encouraging innovation, creativity and continuous adaptation and improvement of learning experiences and outcomes for students.
- Define and promote high expectations for staff professional growth and performance, connecting directly with teachers, promoting teacher collaboration, building upon strengths, and using feedback cycles to help teachers improve their practice to better meet learner needs.
- Ensure implementation of an embedded collaborative professional learning model that advocates for professional learning needs to build staff capacity focused on growth in instructional practices and increasing learner outcomes on all elements of the D11 Graduate Profile.
- Develop and implement systems of accountability to the district strategic plan and equity policy in resources and practices leading to learner growth, achievement and development of skills that empower each to contribute to a diverse and globally connected world.
- Collaborate with staff and stakeholders to engage in continuous cycles of improvement of learner outcomes using qualitative and quantitative data to include analysis, development, monitoring, and implementation of the school improvement and innovation plan.
- Demonstrate and model professionalism through ethical conduct, self management of own professional growth and building professional relationships with community stakeholders in efforts to improve learner experiences, success and well being.
- Monitor, implement, and support Board policies; state and federal statutes and regulations to include attending special education staffing, IEP meetings, 504 meetings, ALP meetings, and the employee agreement plans.
- Develop and implement a school-wide plan to ensure the safety of students and staff in accordance with established district policies and procedures.
- Perform a wide range of managerial responsibilities including, but not limited to: staffing, scheduling, budget, technology, and facilities.
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- **OTHER DUTIES**
- Performs related work as required.
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- **KNOWLEDGE, ABILITIES, AND SKILLS**
- Knowledge of current creative innovative approaches to learning in K-12 in development of a distinctive school and instructional model
- Understanding of state and district processes for planning and design of a new school
- Project plan development and management
- Knowledge and implementation of distributed leadership principles
- Knowledge of organizational change management structures and systems
- Knowledge of learner centered practices and ability to provide feedback to promote continuous improvement of teaching and learning
- Knowledge of school level budget and resource planning
- Knowledge of the principles and delivery of deeper learning pedagogies in an online and/or hybrid environment
- Data analysis integrating quantitative and qualitative sources to guide decisions
- Design and facilitation of cycles of two way communication including stakeholder conversation and feedback such as surveys, advisory groups, and community feedback sessions
- Advanced skills in utilizing a learning management system and digital tools of

JOB TITLE

JOB DESCRIPTION

instruction

- Advanced oral and written communication, public relations, instruction, curriculum, facilitation, management, decision-making, computer and organizational skills.
- Ability to support and serve students with diverse cultures and backgrounds
- Advanced skill in working with students and staff with diverse needs at various levels.
- Knowledge of instruction and curriculum, including knowledge of English language acquisition and early childhood development.

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• **QUALIFICATIONS**

- Colorado Initial or Professional School Principal License required;
- Master's degree in education or education-related field;
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position).

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• **ORGANIZATIONAL RELATIONSHIPS**

• The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.

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• **WORKING CONDITIONS**

- The work is performed in a typical office or home based environment.

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• **PHYSICAL DEMANDS**

• Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

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• **FLSA STATUS**

- Exempt

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• **WORK YEAR**

- 226 Days

**JOB TITLE****JOB DESCRIPTION**

Principal - Russell Middle School

**SUMMARY OF FUNCTION**

Facilitates programs and instructional practices based on analyses of student achievement data that results in increased academic achievement for all students using a continuous improvement model for Instruction. Oversees staff, school functions and programs, building care, student activities and student discipline. Develops through a collaborative process where appropriate, school procedures to ensure compliance within district, state and federal educational policies and objectives.

**ESSENTIAL JOB FUNCTIONS**

- Directs and oversees the operations of designated school
- Implements appropriate processes to develop policies, functional goals and objectives
- Directs and supervises sub-units and level teams to ensure compliance with overall goals
- Analyzes educational needs of community and related parental concerns
- Develops programs and oversees the implementation of special programs as required
- Utilizes the accountability process and involves and reports to parents as appropriate
- Evaluates and supervises instructional staff in meeting academic needs
- Directs professional staff in aligning curriculum/instruction to support standards
- Oversees, develops and trains teachers and educational staff
- Selects staff and assigns related duties and responsibilities
- Evaluates staff effectiveness and instructional strategies and develops plans for improvement using the continuous improvement process
- Establishes and oversees the management for daily school activities and events
- Administers district attendance policy
- Oversees due process of student appeals and disciplinary actions
- Attends student activities and events
- Supervises classrooms, hallways, lunchroom and outside campus
- Evaluates and oversees assistant principals and school staff
- Sets priorities and establishes programs, projects and policies as needed
- Establishes funding priorities for school expenditures and allocates funds accordingly
- Monitors spending and related budgeting activities that are aligned with the School Improvement Goals
- Represents the district at community functions and local business meetings to promote special programs and analyze program needs
- Develops and maintains community partnerships
- Serves on district leadership/management committees and special project groups as needed
- Prepares and generates related reports and documentation of administrative activities
- Monitors on-site construction/repair projects
- Represents school in planning and development of capital projects
- Manages facility to ensure compliance with applicable health and safety codes
- Ensures that facilities are maintained and/or upgraded to meet safety, cleanliness and instructional standards
- Participates and promotes stakeholder involvement in accountability through activities with Building Advisory Accountability Committee and other school partnerships

**OTHER DUTIES**

- Performs related work as required

JOB TITLE

JOB DESCRIPTION

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Demonstrated ability to provide avenues of success for all students
- Demonstrated ability to provide visionary leadership in restructuring initiatives that support increased student achievement via a continuous improvement model
- Knowledge of differentiated instructional strategies and classroom management strategies that support learning for all in a continuous improvement learning environment
- Demonstrated knowledge of the applications of technology in the instructional learning environment for continuous improvement
- Knowledge of subject areas, curriculum and alignment, standards-based education and performance assessments
- Demonstrated ability to provide leadership for staff development and the attainment of the District Strategic Plan Goals
- Ability to communicate effectively and mediate conflicts with students, staff, parents, and community groups while promoting school goals and building efficacy among all stakeholders
- Ability to analyze school achievement data and guide the accountability process successfully in full partnership with parents, staff and community members to ensure a results driven system

**QUALIFICATIONS**

- Colorado Initial or Professional School Principal License required (or have ability to attain at time of contract offer)
- Master's degree in education or education-related field
- Classroom teaching and/or contractual school-based administrative experience preferred

**ORGANIZATIONAL RELATIONSHIPS**

The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

226 Days per year

Principal - Tesla Educational Opportunity Center

### **SUMMARY OF FUNCTION**

Tesla Educational Opportunity Center Principal serves as the instructional leader, and is responsible for the oversight and daily operations at the school. Tesla Principal will follow federal, state and district policy, processes, and procedures to facilitate programs and to ensure students are academically prepared for a world yet imagined.

### **ESSENTIAL JOB FUNCTIONS**

- Serve as an instructional leader by coordinating the development of and monitoring the implementation of the school improvement plan in accordance with the district mission.
- Hire, supervise and evaluate all staff.
- Develop and monitor all members of the staff to build their capacity to meet the learning needs of the students by monitoring achievement toward meeting Unified Improvement Plan goals.
- Develop and implement as an instructional leader an embedded collaborative professional learning model, which focuses on improving instructional practice and results in increased student achievement.
- Use data to analyze and plan for differentiated support for staff and students.
- Monitor, implement, and support Board policies; state and federal statutes and regulations to include attending special education staffing, IEP meetings; and the Master Agreement.
- Develop and implement a school-wide plan to ensure the safety of students and staff in accordance with established district policies and procedures.
- Perform a wide range of managerial responsibilities including, but not limited to: staffing, scheduling, budget, technology, and facilities.
- Coordinate and facilitate processes and meetings by being instrumental in bringing people and resources together and actively engage in district meetings.
- Communicate and collaborate with families and community members, respond to diverse community interest and needs and mobilize community resources.
- Have knowledge of developmental needs and effective pedagogy for early adolescents and interdisciplinary approaches.
- Implement and monitor teams for various purposes.

### **Knowledge Skills and Abilities**

- Demonstrated ability to provide avenues of success for all students.
- Demonstrated ability to provide visionary leadership, develop instructional goals, conduct teacher evaluations to increase student achievement and professional growth of all employees.
- Support staff in curriculum and professional development and in coordinating and implementing special projects.
- Advanced oral and written communication, public relations, instruction, curriculum, conflict resolution, multitasking, problem solving, facilitation, management, decision-making, computer and organizational skills.
- Ability to work with students with various backgrounds and abilities.
- Skill in working with students and staff with diverse needs at various levels.
- Ability to be flexible and patient and make change. Knowledge of instruction and curriculum.
- Operating knowledge of and experience with personal computer, word processing software and basic office equipment.
- Knowledge of programs and/or instructional pedagogies specific to individual schools.

### **Qualifications**

- Master's degree in education or education-related field.
- Valid Colorado Initial or Professional School Principal License required.

JOB TITLE

JOB DESCRIPTION

- Classroom teaching and/or contractual administrative experience preferred.

**Organizational Relationships**

- The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.
- Provides leadership and supports Roy J. Wasson Academic Campus as a whole
- Supervises school staff
- Interacts with and focuses on students and customers

**Working Conditions**

Works is performed in a typical office/school environment.  
Work is performed in an alternative and nontraditional school environment

**Physical Demands**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

210 Days

Principal - The Bijou School

**SUMMARY OF FUNCTION**

Conducts the overall administration of school functions. Develops/directs staff development, is responsible for evaluations, discipline, budgeting, and daily school administration. Responsible for assessing needs, data collection and analysis, and designing programs to increase student achievement.

**ESSENTIAL JOB FUNCTIONS**

- Directs and oversees the operations of designated school
- Implements appropriate processes to develop policies, functional goals and objectives
- Directs and supervises sub-units and level teams to ensure compliance with overall goals
- Analyzes educational needs of community and related parental concerns
- Develops programs and oversees the implementation of programs
- Uses the accountability process and involves and reports to parents as appropriate
- Evaluates and supervises staff in meeting academic needs
- Directs professional staff in aligning curriculum/instruction to support standards
- Selects staff and assigns related duties and responsibilities
- Evaluates staff effectiveness and instructional strategies and develops plans for improvement
- Establishes and oversees the management of daily school activities and events
- Administers district attendance policy
- Oversees due process of student appeals and disciplinary actions
- Attends student activities and events
- Supervises classrooms, hallways, lunchroom and outside campus
- Directs the implementation of the school discipline model
- Supports staff in curriculum and professional development and in coordinating and implementing special projects
- Maintains contact and collaborates with students, parents, and staff to ensure a safe and productive learning environment of continuous improvement
- Counsels students, staff, and parents as needed and responds to student concerns
- Represents school in outside activities
- Serves on district committees and community groups
- Attends/supervises extracurricular student activities and functions

**OTHER DUTIES**

- Performs related work as required
- Supervision of RJWAC campus-based personnel as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Demonstrated ability to provide avenues of success for all students
- Demonstrated ability to motivate and positively influence students in alternative school programs
- Demonstrated knowledge of the applications of technology in the instructional learning environment
- Ability to communicate and mediate effectively with students, parents, staff, and the community to ensure a safe and productive learning environment
- Demonstrated ability to provide visionary leadership to alternative school programs, develop instructional goals, and conduct staff evaluations to increase student achievement and provide professional growth of all employees

**QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

- Master's degree in education or education-related field
- Valid Colorado Initial or Professional School Principal License required
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position)

**ORGANIZATIONAL RELATIONSHIPS**

- The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.
- Provides leadership and supports Roy J. Wasson Academic Campus as a whole
- Supervises school staff
- Interacts with and focuses on students and customers

**WORKING CONDITIONS**

Works is performed in a typical office/school environment.  
Work is performed in an alternative and nontraditional school environment

**PHYSICAL DEMANDS**

The work is mostly sedentary; requires the use of a computer, ability to lift and carry up to 20 pounds.

**FLSA STATUS**

Exempt

**WORK YEAR**

210 Days

Principal CSST/Executive Director of Innovation Zn

### **SUMMARY OF FUNCTION**

**This is a Principal position for the New Innovation STEM High School that will be opening in Colorado Springs in the Fall of 2024.**

**OUR MISSION** is to create an innovative learning environment where students excel in Space Leadership, Applied Cyberscience, and Ethical Entrepreneurship, all while embracing character-based education.

**OUR VISION** is to cultivate students who merge technical proficiency with ethical values, encouraging them to become pioneers in critical fields. CSST upholds our core principles in a holistic educational approach to unite forward-thinkers prepared to shape the future.

**OUR VALUES**, emphasizing ethical leadership and social responsibility, are at the heart of our approach. Recognizing the vital role of humanities in our STEM curriculum, we integrate subjects like history, literature, philosophy, and the arts. This enriches students' understanding of human experiences, ethical dilemmas, and societal contexts.

CSST is highly interested in communicating with candidates who:

Embrace the Mission, Vision, and Values of Colorado School of Science and Technology and faithfully strive to implement them daily.

Value High Character as part of who they are, serve as good character role models for the students, and view their own character development as a life-long journey.

Desire a Challenging Opportunity to be part of a highly professional team dedicated to creating an outstanding school where students enjoy learning at the highest levels.

### **Capstone Collegiate Academies Administrators Will:**

- Have a deep passion for STEM Education
- Deliver engaging professional development on a consistent basis
- Expect effective classroom management
- Provide meaningful feedback to employees: teachers and classified
- Communicate proactively with students, parents, and fellow staff
- Attend Capturing Kids Hearts, a 2-day training, during the summer
- Develop curriculum with the assistance of other school leaders
- Understand that student learning is the measure of successful teaching
- Accept feedback from staff in a continuous improvement modality
- Build appropriate professional relationships with students
- Collaborate with other CSST staff in creating a joyful learning culture

Responsible for the overall administration of school functions. Responsible for staff development, evaluations, discipline, budgeting, and daily school administration. Responsibilities in assessing needs, data collection and analysis, and designing programs to increase student achievement using a continuous improvement model.

### **ESSENTIAL JOB FUNCTIONS**

- Serve as an instructional leader by monitoring implementation of professional development in classrooms and grade level/content area meeting in accordance to the school improvement plan.
- Implement and monitor school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations.
- Create partnerships with parents and community.
- Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues.
- Implement instructional and assessment strategies by attending

meetings, facilitating discussions amongst teachers and staff and working with the administrative team to plan professional development.

- Address building management concerns by working with the custodial staff, office staff, teachers and District staff including implementing school-wide safety and emergency protocols.
- Collect and analyze student assessment data.
- Collaborate and develop master schedule.
- Plan, schedule and coordinate school projects.
- Resolve student issues by meeting with students, parents, teachers and other school staff and designing a plan of action.
- Supervise athletic events by attending events, monitoring student behavior, providing officials with necessary information.
- May participate in seeding meetings and performing sport-specific responsibilities with scheduling transportation and city meets.
- Represent out-of-building committee meetings for the following: curriculum task force, league and district athletic activities, and high school principals.

#### **OTHER DUTIES**

Performs related work as required.

#### **KNOWLEDGE, SKILLS AND ABILITIES**

- Understanding of district and school student-achievement data and Colorado State Standards; working-knowledge of literacy and the reading/writing process, strategies for second-language learners and special needs students; thorough understanding of best instructional practices for secondary classrooms; operating knowledge of and experience with personal computers, word processing and database software required.
- English language skills required.
- Ability to collaborate with a high functioning team
- High level of oral and written communication skills
- Entrepreneurial outlook and experience preferred

#### **QUALIFICATIONS**

- Master's degree in education, a STEM field, or an education-related field
- Colorado Initial or Professional School Principal License or the ability to obtain
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position)
- Experience with Science, Technology, and/or Math education preferred

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Board of Directors, Colorado School of Science and Technology

#### **WORKING CONDITIONS**

The work is performed in a typical office environment located within a school setting.

#### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

#### **FLSA STATUS**

Exempt

#### **WORK YEAR**

220

Principal, Elementary

**SUMMARY OF FUNCTION (PURPOSE)**

Effective principals in Colorado Springs School District 11 are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff by embodying the District's Vision, Mission, Goals and the Strategic Plan.

**ESSENTIAL JOB FUNCTIONS**

- Principals demonstrate ***organizational leadership*** by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.
- Principals demonstrate ***inclusive leadership*** practices that foster a positive school culture and promote safety and equity for all students, staff, and community.
- Principals demonstrate ***instructional leadership*** by aligning curriculum, instructional, and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.
- Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

**KNOWLEDGE, SKILLS, AND ABILITIES**

- Knowledge in the inherent worth of every individual and the power of equitable practices to unleash potential
- Knowledge that diversity enriches the human experience and strengthens community
- Knowledge that healthy relationship provides mutual understanding and enhances life
- Knowledge that continuous learning nourishes life
- Knowledge that integrity is fundamental to building trust
- Ability to cultivate a collaborative staff culture that promotes intentional, mission-driven change
- Ability to align actions to the Districts shared understanding of and commitment to the strategic plan
- Ability to guarantee and ecosystem of equitable practices to meet the unique needs of all
- Effective verbal and written communication with a variety of stakeholders

**QUALIFICATIONS**

- Master's degree in education or education-related field
- Colorado Initial or Professional School Principal License required
- Classroom Teaching and or contractual administrative experience preferred (at the level of the posted position)

**ORGANIZATIONAL RELATIONSHIPS**

The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

WORK YEAR

Varies:

JOB TITLE

JOB DESCRIPTION

	Elementary School Principal: 210 Days Middle School, High School, Alternative Principal: 226 Days 8 Hours a day
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Principal, High School

**SUMMARY OF FUNCTION**

High School principals in Colorado Springs School District 11 serve as the instructional leader, and are responsible for the oversight and daily operations of the school. D11 High School principals follow federal, state and district policy, processes and procedures to facilitate programs and to ensure students are academically prepared for a world yet imagined.

**ESSENTIAL JOB FUNCTIONS**

- Serve as an instructional leader by coordinating the development of and monitoring the implementation of the school improvement plan in accordance with the district mission.
- Hire, supervise, and evaluate all staff.
- Develop and monitor all members of the staff to build their capacity to meet the learning needs of the students by monitoring achievement toward meeting unified Improvement Plan goals.
- Develop, implement and sustain an embedded collaborative professional learning model, which focuses on improving instructional practices and increasing student achievement.
- Use data to analyze and plan for differentiated support for staff and students.
- Monitor, implement, and support Board policies; state and federal statutes and regulations to include attending special education staffing, IEP meetings; and the Master Agreement.
- Develop and implement a school-wide plan to ensure the safety of students and staff in accordance with established district policies and procedures.
- Perform a wide range of managerial responsibilities including, but not limited to: staffing, scheduling, budget, technology, and facilities.
- Coordinate and facilitate processes and meetings by being instrumental in bringing people and resources together and actively engage in district meetings.
- Communicate and collaborate with families and community members, respond to diverse community interest and needs and mobilize community resources.
- Support and supervise quality extracurricular and co-curricular activities.
- Have knowledge about graduation requirements, college readiness, scholarship opportunities, and career preparedness.

**OTHER DUTIES**

- Performs related work as required.

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Advanced oral and written communication, public relations, instruction, curriculum, conflict resolution, multitasking, problem solving, facilitation, management, decision-making, computer, and organizational skills.
- Advanced skills in working with students and staff with diverse needs at various levels.
- Ability to be flexible and patient and make change.
- Knowledge of instruction and curriculum.
- Operating knowledge of and experience with personal computers, word process software and basic office equipment.
- English language skills required.
- Oral and written fluency in second language may be preferred or required based on building assignment.
- Knowledge of programs and/or instructional pedagogies specific to individual schools.

**QUALIFICATIONS**

- Colorado Initial or Professional School Principal License required (or have ability to attain at time of contract offer);
- Master's degree in education or education-related field;
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position).

**ORGANIZATIONAL RELATIONSHIPS**

JOB TITLE

JOB DESCRIPTION

The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

226 Days

Principal, Middle School

**SUMMARY OF FUNCTION**

Middle School principals in Colorado Springs School District 11 serve as the instructional leader, and are responsible for the oversight and daily operations of the school. D11 Middle School principals follow federal, state and district policy, processes and procedures to facilitate programs and to ensure students are academically prepared for a world yet imagined.

**ESSENTIAL JOB FUNCTIONS**

- Serve as an instructional leader by coordinating the development of and monitoring the implementation of the school improvement plan in accordance with the district mission.
- Hire, supervise and evaluate all staff.
- Develop and monitor all members of the staff to build their capacity to meet the learning needs of the students by monitoring achievement toward meeting Unified Improvement Plan goals.
- Develop and implement as an instructional leader an embedded collaborative professional learning model, which focuses on improving instructional practice and results in increased student achievement.
- Use data to analyze and plan for differentiated support for staff and students.
- Monitor, implement, and support Board policies; state and federal statutes and regulations to include attending special education staffing, IEP meetings; and the Master Agreement.
- Develop and implement a school-wide plan to ensure the safety of students and staff in accordance with established district policies and procedures.
- Perform a wide range of managerial responsibilities including, but not limited to: staffing, scheduling, budget, technology, and facilities.
- Coordinate and facilitate processes and meetings by being instrumental in bringing people and resources together and actively engage in district meetings.
- Communicate and collaborate with families and community members, respond to diverse community interest and needs and mobilize community resources.
- Monitor and supervise extracurricular activities.
- Have knowledge of developmental needs and effective pedagogy for early adolescents and interdisciplinary approaches.
- Implement and monitor teams for various purposes.

**OTHER DUTIES**

Performs related work as required.

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Advanced oral and written communication, public relations, instruction, curriculum, conflict resolution, multitasking, problem solving, facilitation, management, decision-making, computer and organizational skills.
- Ability to work with students with various backgrounds and abilities.
- Skill in working with students and staff with diverse needs at various levels.
- Ability to be flexible and patient and make change. Knowledge of instruction and curriculum.
- Operating knowledge of and experience with personal computer, word processing software and basic office equipment.
- English language skills required.
- Oral and written fluency in second language may be preferred or required based on building assignment.
- Knowledge of programs and/or instructional pedagogies specific to individual schools.

**QUALIFICATIONS**

- Colorado Initial or Professional School Principal License required;
- Master's degree in education or education-related field;
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position).

**ORGANIZATIONAL RELATIONSHIPS**

JOB TITLE

JOB DESCRIPTION

The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

226 Days

Print Production Assistant Manager

**SUMMARY OF FUNCTION**

The Print Production Assistant Manager assists in the supervision of individuals, assigning of duties, and managing of day-to-day job production operations at the production print center. Duties include managing a large volume of client job requests with a high degree of accuracy within given time deadlines, managing personnel and directing workflow, and maintaining financial records. An understanding of the entire printing, mailing, and binding process is necessary to thrive in this position.

**ESSENTIAL JOB FUNCTIONS**

- Supervises employees and helps direct job workflow as needed.
- Monitors incoming projects for possible copyright infringement.
- Advises customer of liability and release requirements.
- Coordinates work schedules to meet deadlines.
- Makes operating decisions based on production schedules, special paper, typesetting and layout.
- Provide estimates for customers.
- Advises/confirms completion dates based on shop workload.
- Confers with team members on selecting optimum products for special projects.
- Orders/replenishes inventory of supplies and parts.
- Recommends changes/innovations on policy and operations procedures to improve workflow, quality, and efficiency.
- Instructs and supervises employees on OSHA regulations for storage and disposal of all in house materials.
- Assumes manager duties as needed when manager is away.
- Answer incoming calls and emails.
- Establish and meet goals for continuous improvement; complete special projects.
- Coordinates with customers to ensure jobs are completed promptly and correctly.
- Maintains in house procedures manual.
- Assists with the hiring of team members.
- Assists with feedback on team evaluations.
- Lead weekly team production meeting.
- Oversees monthly inventory.

**OTHER DUTIES**

- Completes special projects and performs other duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of printing concepts, materials, and techniques.
- Knowledge of supervisory concepts and ability to apply that knowledge.
- Strong organizational and communication skills.
- Ability to direct others.
- Good attention to detail and follow-up skills.
- Self-motivated.
- Windows/PC skills
- Ability to perform general office clerical work.

**QUALIFICATIONS**

- High School diploma or equivalent
- Experience supervising others in a business/production environment.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Manager of Production Printing
- Supervises staff.

JOB TITLE

JOB DESCRIPTION

WORKING CONDITIONS

The work is performed in the production printing department.

PHYSICAL DEMANDS

The work is regularly active with periods of medium exertion. May require worker to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, kneel and crouch; reach, hold grasp and turn objects; feel the texture of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. May work with hazardous chemicals and machinery in an environment with continuous loud noise.

FLSA STATUS

Exempt

Print Production Specialist

**SUMMARY OF FUNCTION**

The Print Production Specialist is the backbone of the printing department. These employees operate and maintain the department's black and white, color, and finishing equipment. Duties include printing and finishing a large volume of client job requests with a high degree of accuracy within given time deadlines. Jobs will need to meet or exceed customer requirements and expectations. An understanding of the entire printing, mailing, and binding process is necessary to thrive in this position.

**ESSENTIAL JOB FUNCTIONS**

- Operates the department's digital production and finishing machinery.
- Employs an extensive knowledge of print production software to complete tasks involving basic file manipulation, scanning, file submission and various other capabilities.
- Follows job ticket specifications to ensure timeliness and cost effectiveness.
- Monitors workflow to ensure all jobs meet specifications and are completed ahead of schedule or within the scheduled timeframe.
- Works closely with team to obtain files needed for on-line production.
- Effectively communicates schedule and supply requirements for large projects.
- Manages electronic file structures to archive and output documents.
- Enters and/or updates jobs utilizing the computerized production management system.
- Establishes and meets goals for continuous improvement.
- Package and sort print jobs for distribution to the district's schools
- Assures machines are clean and in top working order.
- Performs minor maintenance on a regular basis to achieve optimum capacity.
- Maintains inventory of production related paper and supplies.

**OTHER DUTIES**

- Completes special projects and performs other duties as assigned.
- Helps perform monthly inventory.
- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Some basic mechanical aptitude.
- Good attention to detail and follow-up skills important.
- Self-motivated.
- Communication and teamwork skills.
- Ability to deal well with repetitive tasks.
- Windows/PC skills
- Ability to perform general office clerical work.

**QUALIFICATIONS**

- High School diploma or equivalent

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Production Supervisor

**WORKING CONDITIONS**

The work is performed in a commercial printing environment.

**PHYSICAL DEMANDS**

The work is mostly standing while operating production equipment. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend; reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Non-exempt

**WORK YEAR**

260 Days

JOB TITLE

JOB DESCRIPTION

Print Shop Graphic Artist

SUMMARY OF FUNCTION

Prepares all pre-press materials by producing typesetting, paste-ups, negatives, flats and plates.

ESSENTIAL JOB FUNCTIONS

- Sets type on IBM computer or typesetter
- Determines fonts, styles, point size and sets format
- Prepares paste up including style, design, position of lettering and art work
- Performs color separation if needed
- Shoots negatives and develops
- Strips up negative and prepares for plate making and develops plate
- Sends hard copy, plate and negative to press and files when job is complete
- Prepares photos for Communicator, other newsletters, booklets, brochures, etc.
- Consults with customers on font styles, layout for jobs and color of ink
- Prepares various special projects as needed

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of graphics concepts, materials and techniques
- Ability to design and prepare effective graphics materials for District use
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, instruments, materials and equipment of the graphics field

QUALIFICATIONS

- High School diploma or equivalent
- Two years experience in graphic arts

ORGANIZATIONAL RELATIONSHIPS

Reports to Production Supervisor.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; feel the shape, size and texture of objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

## JOB TITLE

## JOB DESCRIPTION

Procurement Buyer

## SUMMARY OF FUNCTIONS

This position will primarily serve as a procurement buyer and also as a staff assistant to support the entire Procurement & Contracting Department. The position works under the supervision of the Executive Director and will be assigned responsibility to provide basic procurement and contracting support and office administrative support.

## ESSENTIAL JOB FUNCTIONS

- Approximately 50% of the workload will perform procurement buying actions up to \$50,000 and a wide range of procurement and support tasks. Warranted contracting officer, with procurements authority up to \$50,000. Prepares solicitations, requests bids/proposals, evaluates bids/proposals; negotiates price and price related terms and conditions; and awards the resulting purchase order/contract. Administers a variety of purchase orders/contracts to include service, supply, consultant agreements, and equipment purchases. Ensures customer acceptance of the procurement and ensures that the vendor receives proper payment
- Assists contract specialists within the Department by monitoring progress and performance of contractors to include processing invoices for payment, taking final acceptance and payment actions to close purchase orders/contracts and staging
- Prepares and maintains procurement files (i.e., contracts, purchase orders, solicitations, closeout files, etc.). Reviews purchase requests for completeness, to include researching fund strings/account codes for accuracy, local vendor capabilities, internet sites for potential offerors/vendors, etc. Tracks, monitors, and approves purchase requests from origination to closeout via automated and manual systems. Tracks the execution of awards through various reports. Uploads data into various databases for reporting purposes. Maintains procurement department website to include posting announcements of business opportunities for access by vendor community. Assists Purchase Card Program Manager in execution and review of program activities
- Uses varied functions of multiple office automation software to produce a wide range of documents, spreadsheets, reports and other documents. Able to maintain the department website. Identifies and solves problems with existing methods or procedures. Assists in developing training aids for use by office staff. Performs simple troubleshooting of system and/or software problems encountered by co-workers. Transmits and receives documents and messages electronically using personal computers or workstations that are networked or linked to other computers or workstations. Assists in preparing conference/briefing rooms with appropriate equipment and assists as required during the briefings/training/ conferences
- Using automated schedulers or calendars, establishes suspense dates to suspense contract renewals notices and other required suspense dates to operate the department as requested by the Executive Director
- Reviews and processes incoming and outgoing correspondence, materials, publications, regulations and directives for appropriate distribution and logging or date stamping as necessary. Receives telephone calls and greets visitors. Ascertains the nature of the calls or visits. Assists staff in collecting data for processing Colorado Open Records Act (CORA) requests
- Establishes, updates, and maintains office records of various types. Establishes, files, maintains, purges, and disposes of office records/files in accordance with regulations and procedures. Maintains file plan in accordance with regulations
- Promotes total quality management. Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas. Readily adapts to new situations and changing work environments. With guidance, reviews/evaluates own work processes, methods, and products and seeks to improve his/her own output. Follows the organization's strategic

plan, mission, vision, and values. Provides timely and quality customer service and support

- Manages office supply requirements to include ordering needed materials
- Participates in special projects and initiatives and performs special assignments as identified by the Executive Director for Procurement and Contracting.

#### OTHERS DUTIES

- Performs related duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of Policy DJ and the DAR's simplified purchasing rules and basic administrative contracting principles, policies, and procedures and regulatory requirements.
- Knowledge of basic acquisition contracting methods and contract types.
- Knowledge of Knowledge of various office automation software programs to produce a variety of documents such as letters, reports, spreadsheets, databases, and graphs.
- Knowledge of office functions to screen telephone calls and visitors, prepare and review correspondence, and perform other administrative work of the organization.
- Ability to communicate effectively, both orally and in writing, using tact and courtesy.
- Ability to plan, organize work and meet deadlines.
- Ability to establish performance goals and assess progress toward their achievement.
- Ability to establish effective working relationships with others.
- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work.
- Ability to apply funding rules associated with the obligation of appropriations.
- Develops queries and evaluates PeopleSoft reports to maximize customer support and enhance work efficiencies.
- Utilizes P-Card transaction reports to seek out true contract discount opportunities.
- Pursues designated internal training to maximize contracting proficiency.

#### QUALIFICATIONS

- Associate's degree in business administration or related field preferred; however, and equivalent combination of education and procurement and office experience is acceptable (an equivalent combination of education and experience is defined as some college completed with continued effort to obtain degree in business)
- two years of governmental or public school procurement and office related experience at the procurement clerk/buyer.

#### ORGANIZATIONAL RELATIONSHIPS

Reports to the Executive Director for Procurement and Contracting.

#### WORKING CONDITIONS

The work is primarily performed in a typical office environment with periods of time at work-sites, off-site work may be required for pre-bid conferences and to resolve contract administrative matters.

#### PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity, and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs,

JOB TITLE

JOB DESCRIPTION

bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to use normal or aided vision and hearing.

FLSA STATUS

Non-exempt.

WORK YEAR

260 days per year.

## Production Apprentice

## SUMMARY OF FUNCTION

Under the direction of the Media Production Services manager, the Production Apprentice is responsible to maintain the overall professional on-air look of the districts cable channel, Social Media and online presents with the creation of motion animation graphics and videos shows and promotions. The Production Apprentice will also use the departments small Unmanned Aircraft System, airspace waivers and hold proper FAA certification for remote pilot. Will obtain a FAA Part 107 Commercial sUAS Pilot Certification during the apprenticeship The Production Apprentice will assist in the implementation and development of emerging media including Social Media, Online Media channels, Immersive media and automated camera systems. The Production Apprentice will create videos and photos of events to highlight events for the District's social media.

## ESSENTIAL JOB FUNCTIONS

- Provides print/graphic/media/video/television resources to support teaching, learning, marketing, and communication.
- Designs and renders graphics, titles, photos, layout, illustrations and animation for all types of print and visual productions.
- Provide -closed captioning and descriptive audio for promotional videos and edits.
- Produces visual presentations based on customer needs, using tools like PowerPoint and Pro-Presenter.
- Maintains and updates work order files.
- Assists with designing and constructing of sets for video productions.
- District Photographer for; events, portraits, advertisements, aerial and various district events.
- Capture and edit photographs for video, print publication, social media and website.
- Set-up photographic equipment in studio and remote locations including Strobes, background sets, reflectors, stands, etc.).
- Storyboards and writes scripts for video productions.
- Record audio voice-overs for promotional, instructional and informational media.
- Assists the Media Production Services manager to maintain all daily functions of Media Production Services.
- Use sUAS (drone) to record video and photographs for district needs.
- Assist schools and other departments with sUAS standards and use.
- Assist Media Production Services manager in engineering needs, installation and configuration of the professional broadcast equipment.
- Operate the video automation system to program the district's cable channel.
- Assists with studio and field television/video production, including but not limited to lighting, audio, equipment set-up, camera operation.
- Coordinate and schedule pre-production, production and postproduction meetings with clients and stakeholders.
- Helps maintain studio equipment and lights, including the ability to climb and work on a 10 foot stepladder.
- Assists with remote audiovisual system setups and breakdowns.(PA, Projectors, screen, etc.).
- Helps maintain a positive working environment by displaying a professional, inviting manner in working with students, staff and community.
- Provide duplication and file format transcoding support.
- Upload media content to various media distribution (Vimeo, YouTube, Medial).
- Assist in the development and implementation of immersive media (360 VR).
- Inspects, cleans, and puts away equipment after each use.
- Completes paperwork for needed equipment repair.
- Assist with Standard Operation Procedures (SOP's) for department.
- Remote operations duties including but not limited to-Director, Camera

Operator, Replay, CG, Audio, drone operator, etc.

- Board of Education Live Meeting production support utilizing remote multi-cam system.
- Provides support and training for the District's streaming and video on demand systems.
- Helps maintain Media Production Services website.
- Assists the manager of Media Production Services with the configuration of hardware, software, and professional development needed to maintain a high performing work environment.
- Helps determine District standards for AV equipment.
- Leads and facilitates collaboratively.
- Participates in graphics/media/television/video/technology related professional development activities.
- Assists with the identification and provision of opportunities for the graphic/media/video/television production services to serve in a learning and technology-rich organization.
- Collaborates with community members and district staff to increase the community's awareness of what the district is doing to accomplish its mission of continuous improvement of student achievement. Works within the goal of providing quality programming for the District 11 cable channel and website.
- Collaborates with the Media Production Services staff to resolve technical issues and safety/site concerns.
- Collaborates with appropriate stakeholders to solve problems effectively.
- Listens to customers concerns, confirms understanding of the concerns and provides solutions clearly and efficiently so that both parties have a mutual understanding of the work to be done.
- Organizes complex tasks and processes.
- Assists the Media Production Services manager with the development of systems for: project record management, hardware and software troubleshooting, equipment location, maintenance and replacement/upgrade of graphic/television/video/technology equipment.
- Serves as a representative for interaction with community members and district staff and provides training and consulting services to principals, school-based video production/studio staff, teachers, library technology staff, and students.
- Assists media/video production services manager and users in implementing and monitoring district policies, procedures and security controls.
- Serves as a public relations representative for the Communications and Marketing Department.

#### OTHER DUTIES

- Performs all other duties/work as assigned.

#### KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrated knowledge, competence and skills in methods, techniques and materials used in graphic production. Demonstrated knowledge, competence in various graphical related software including but not limited to Power Point, Photoshop, Premier, Pro Presenter, and After Effects. Demonstrated knowledge, competence in using photographic equipment and related editing software to produce formal photographs of District 11 staff members and Board of Education Directors. Demonstrated knowledge, competence and skills in the development of television/web video production. Demonstrated competence to lift and carry camera/video equipment on location shooting, including loads up to 50 pounds on a daily/weekly basis. Ability to operate keyboard devices at moderate speed with a high accuracy rate. Ability to foster and manage change. Ability to use video cameras, computers, VCRs, video projectors, scanners, e-mail, fax and copy machines and other related television/video/technology equipment. Demonstrated abilities in organizational, human relations, oral, visual, and

JOB TITLE

JOB DESCRIPTION

written communications skills. Ability to work cooperatively with others and as a team member. Ability to work a flexible schedule that may include extra hours mornings, nights, or weekends if necessary.

QUALIFICATIONS

- 16 years of age or older
- High school student currently enrolled in job location and in good standing in District 11
- Demonstrated level of responsibility through acceptable/passing schoolwork and grades
- Ability to transport him/herself or have other transportation options
- Must have taken a video production class in D11 high school.
- Demonstrated technical competencies in video and computer hardware preferred.

ORGANIZATIONAL RELATIONSHIPS

Reports to the Media Production Services manager and is evaluated by the Media Production Services manager.

WORKING CONDITIONS

Work is performed in a graphics/television/video production studio or in a variety of field locations. Some early mornings and late evenings are considered a part of normal working conditions and hours. All Apprentices will not be permitted to work more than eight hours in a day and more than 40 hours in a week. Apprentices will not be permitted to work the hours between 9:30pm and 5:00am unless the next day is not a school day.

PHYSICAL DEMANDS

Work is performed in a communication department or in a variety of field locations. Some early mornings and late evenings are considered a part of normal working conditions and hours

FLSA STATUS

Non-exempt

WORK YEAR

This is a two-year apprenticeship with D11. It will end when the apprentice reaches 2,000 hours of on the job training, 44 hours of related training and instruction, and occupation competencies are met.

Professional Development Facilitator

**SUMMARY OF FUNCTION**

Provide support in organizing, coordinating, and implementing aligned professional development opportunities with special emphasis on the Teacher Induction Program

**ESSENTIAL JOB FUNCTIONS**

- Area of expertise in delivering professional development for D-11
- Guide and support teachers with their professional portfolios for Induction
- Enhance new teachers' ability to deal effectively with student's families, and colleagues who are diverse in terms of cultural identities and learning styles
- Help new teachers deepen and broaden their content and pedagogical knowledge of state standards and of various methods of assessing student learning and achievement
- Oversees and coordinates the efforts of the other Mentor/Coaches and provide input into Performance Evaluations

**OTHER DUTIES**

- As assigned to support Professional Development Department

**KNOWLEDGE, ABILITIES AND SKILLS**

- Possess a deep content knowledge of state standards, district pacing calendar, and pedagogical knowledge for K-12
- Support teachers with research-based instructional strategies
- Possess effective listening, questioning, and collaborative team building skills when working with others
- Ability to communicate effectively in both written and spoken form
- Ability to provide assistance to leadership in District professional development
- Ability to maintain confidentiality

**QUALIFICATIONS**

- Master's degree in Education with current Colorado Professional Teaching License
- At least 5 years of teaching experience
- Successful experience working with adults in the areas of coaching and professional training

**ORGANIZATIONAL RELATIONSHIPS**

The Professional Development Facilitator is evaluated by the Director of Professional Development

**WORKING CONDITIONS**

- The work is performed in a typical school or office environment
- Flexibility in work schedule is required

**INFORMATION AND ANALYSIS**

- Contributes to the development of systems within the Baldrige framework which drive high student achievement and organizational high performance
- Collaborates in design and use of a system for data selection, comparisons and benchmarks
- Designs and employs evaluation systems to measure effectiveness of training

**HUMAN RESOURCES DEVELOPMENT AND MANAGEMENT**

- Assists in developing a high performing workforce by:
- Applying Baldrige Criteria to Continuous Quality Improvement work processes
- Collaborating with colleagues within the department to design, manage and improve work processes
- Communicating, cooperating and sharing knowledge and skills across work

JOB TITLE

JOB DESCRIPTION

functions

- Contributing to staff morale by being flexible, providing rapid response and providing feedback to colleagues
- Contributes to the development and improvement of a system to determine what Baldrige-related education and training is needed by participants

PROCESS MANAGEMENT

- Collaborates with colleagues to:
- Research, develop and improve training models and materials to build capacity in all levels of instructional and non-instructional employees to implement Continuous Quality Improvement
- Develop materials and training to build capacity
- Use the PDSA cycle to systematically analyze, review and adjust materials, training and work systems

PERFORMANCE RESULTS

- Assists in summarizing District 11 results and trends as related to use of Continuous Quality Improvement/Professional Development
- Summarizes improvement results and trends from individual training sessions, and participant satisfaction and dissatisfaction results and trends for training sessions

QUALIFICATIONS

- Masters Degree with Type D from an accredited college or university plus three (3) year's experience in activities related to the above duties and responsibilities
- Demonstrated knowledge of Continuous Quality Improvement Systems and the application of the Baldrige Criteria to work processes
- Demonstrated computer literacy

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Work Days

207

JOB TITLE

JOB DESCRIPTION

Professional Development Specialist

Professional Development Specialist  
(Formerly CQI FACILITATOR)  
Professional Development Department

JOB TITLE

Professional Development Specialist

DEPARTMENT/SECTION

Professional Development/Personnel Support Services

SUMMARY OF FUNCTION:

?Provide support in organizing, coordinating, and implementing aligned professional development opportunities with special emphasis on ACHIEVE team model

ESSENTIAL JOB FUNCTIONS

- Area of expertise in delivering professional development for D-11
- Oversees and coordinates all ACHIEVE team meetings, reviews and identified activities
- Oversees and coordinates the budget for the ACHIEVE team activities
- Oversees and coordinates the efforts of the other professional development providers as it relates to ACHIEVE team
- Maintains positive relationships and partnerships with district departments and school staffs

OTHER DUTIES

- As assigned to support Professional Development Department

KNOWLEDGE, ABILITIES AND SKILLS

- Possess effective listening, questioning, and collaborative team building skills when working with others
- Ability to communicate effectively in both written and spoken form
- Ability to provide assistance to leadership in District professional development
- Ability to maintain confidentiality

QUALIFICATIONS

- Bachelor's or Masters degree from an accredited college or university.
- Has knowledge of computer literacy, content standards and assessment data analysis.
- At least 5 years of experience in successful delivery of Professional Development
- Successful experience working with adults in the areas of coaching and professional training

ORGANIZATIONAL RELATIONSHIPS

The Professional Development Specialist is evaluated by the Director of Professional Development

WORKING CONDITIONS

- The work is performed in a typical school or office environment

JOB TITLE

JOB DESCRIPTION

- Flexibility in work schedule is required

PHYSICAL DEMANDS:

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS:

Exempt

WORK YEAR: 185 Days plus an additional 10 flex days

START DATE:

SALARY RANGE:

Professional Development Training  
Coordinator

**Summary of Function:**

- 1) Oversees the online training of employees on the Professional Learning Platform (PLP) by creating, producing, maintaining, monitoring, managing associated videos and printed documents.
- 2) Coordinates, schedules, presents, and manages various trainings for employee groups for the Professional Learning Department (virtual, face-to-face, or blended).
- 3) Brings a highly-motivated, life-long learner mindset, along with a team-building attitude to support innovation and change in the Professional Learning (PL) team, aligning to the district mission and vision.

**Essential Job Functions:**

Experienced with district technology and resources used to develop and produce online training videos and documents to support employees and stakeholders with the use of the PLP to include:

- Maintain participant, course/section, and resources information and data.
- Work with PL team and vendor to manage issues and software improvements.
- Provide PLP user support.
- Maintain a working knowledge of Schoology
- Oversees the Crisis Prevention Intervention (CPI) program: coordination, data tracking, data quality/compliance, interacting with national CPI certifying institute, and leadership/partnering with instructors.
- Coordinates trainings designated by the Director including contacting trainers, catering, and building scheduler.
- Oversees the development and implementation of the annual EA/TA & Teacher Teams Academy, and New Teacher/New Employee Orientation.
- Assists Director with the Pikes Peak Leadership Academy.
- Collaborates with the PL team to manage the Educational Support Professional (ESP) Tuition Reimbursement Program and the Step-Up Scholarship
- Stays current with district policies, processes, and procedures relating to the required employee trainings.
- Collaborates with the PL team to ensure department news is shared at monthly ESP Council meetings.

**Knowledge, Abilities, and Skills:**

- Cross-trains and performs other Prof Learn team tasks when appropriate.
- Ability to accurately operate standard databases and Microsoft Office Suite (Word, Excel, Outlook, Power Point, Publisher, Office 365, SharePoint, Power School Systems, Camtasia, Schoology).
- Ability to work with confidential information.
- Ability to support Professional Learning's webpage.
- Ability to work flexible hours and days on occasion to support the needs of the PL team.
- Ability to interact effectively and cooperatively with all stakeholders.
- Ability to successfully facilitate trainings and meetings.
- Ability to effectively communicate face to face, on the phone, and via email.
- Ability to demonstrate knowledge and use of building technology to support trainers.

JOB TITLE

JOB DESCRIPTION

**Qualifications:**

- High school diploma or equivalent
- Prior experience coordinating, facilitating, scheduling, and promoting district trainings
- CPI certification (as determined by Director of Professional Learning)

**Organizational Relationships:**

- Reports to Director of Professional Learning
- Works effectively with Professional Learning team
- Collaborates with CPI organization and D11 instructors and the Pikes Peak educational community

**Working Conditions:**

- The work is performed in a typical working environment

**Physical Demands:**

- The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**Work Year:**

210-day

## JOB TITLE

## JOB DESCRIPTION

Professional Learning Training  
Coordinator

**Summary of Function**

Manages, coordinates, presents, and schedules various District trainings for all employee groups for the Professional Learning Department.

**Essential Job Functions**

- Experience in maintaining a positive environment by displaying a warm & professional manner that promotes high-quality customer service for trainers, staff, and all other stakeholders
- Stays current with District policy, processes, and procedures relating to required employee group trainings
- Oversees the development and implementation of the annual Para Educator Academies
- Coordinates designated trainings including trainers, , materials management, facility reservations, training set up & implementation
- Collaborates with Educational Support Professional (ESP) Council members and other ESP staff leaders to manage and coordinate ESP District training

**Knowledge, Abilities, and Skills**

- Cross trains and performs other Professional Learning Team tasks when appropriate
- Ability to operate standard databases and Microsoft Office Suite (Word, Excel, Outlook, Power Point & Publisher)
- Ability to support Professional Learning's webpage
- Ability to work with confidential information
- Ability to work flexible hours and days on occasion to meet the needs of the PL team
- Ability to interact effectively and cooperatively with all stakeholders
- Ability to successfully facilitate trainings and meetings
- Ability to communicate effectively face-to-face, on the phone, and via email
- Proficient in District equipment and technology
- Ability to assist presenters with various technological devices
- Exemplary knowledge and skills in written documentation and communication

**Qualifications**

- High school diploma or equivalent
- Prior experience coordinating, facilitating, scheduling, & promoting District trainings
- Prior experience with computers, software programs, databases & spreadsheets
- CPI certification (preferred or determined by Director of Professional Learning)
- First Aid/CPR certification (preferred or determined by Director of Professional Learning)

**Organizational Relationships**

- Reports to Director of Professional Learning
- 210 day work year contract

**Working Conditions**

- The work is performed in a typical working environment

**Physical Demands**

- The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA Status**

- Nonexempt

Program Admin Specialist – Adult and Family Edu

### **SUMMARY OF FUNCTION**

The Administrative Specialist supports the Director of the Program and provides administrative, fiscal, and technical support to ensure efficient and effective operation of an office, department, and school. This position helps to analyze budget trends and the spenddown of assigned grants. This person is a budgeting master and can coach project directors/teams through the budgeting process.

The Administrative Specialist. . . Performs a wide range of tasks related to general office management, grant budgeting, accounting/bookkeeping, reconciliation, and procurement functions. Can expertly manage budget details, spending, and projected expenses across various grants and grant cycles. Produces financial reports and resolves financial issues. Communicates effectively, empathetically, and professionally with a diverse staff to accomplish the vision and mission of Adult and Family Education.

### **ESSENTIAL JOB FUNCTIONS**

- Oversees process of and assumes responsibility for timely and accurate completion of office functions
- Works on specialized administrative projects and individual requests as a member of a work team
- Examines and monitors bills, documents, and processes
- Prepares drafts, edits, and finalizes supplemental informational materials
- Tracks and verifies assets purchased with grant funding and supervises annual audit of asset inventory, including resolution of irregularities, determination of retention/disposition in accordance with D-11, federal, and state guidelines
- Interprets Board Policy as well as specific laws related to specialty areas
- Identifies and resolves irregularities in grant fiscal records by using techniques such as reconciliation of expenditures to PeopleSoft queries, verification of Time and Effort documentation to payroll reports, and documentation/verification of match and program income/expenditures to PeopleSoft, etc.
- Prepares budget transfer forms
- Prepares journals and reviews journal entries
- Assists in gathering materials for audits
- Monitors purchasing process related to grant portfolio, spend-down flow and timing
- Oversees maintenance of office equipment
- Issues building keys and helps to onboard new staff members
- Maintains inventory/ordering office supplies
- Arranges and follows-up with substitutes
- Maintains accounting records
- Collects, records, deposits moneys
- Submits payroll information
- Is well-skilled in word processing and spreadsheets
- Processes mail and maintains staff and building files
- Maintains schedules
- Assists in preparation of reports
- Answers inquiries from staff, students, parents, and all other customers
- Prepares notification of meetings, agendas, then word processes and distributes minutes
- Coordinates collection and processing of forms required by local, state, and federal programs
- Resolves problems and conflicts in a positive manner
- Responds to unexpected and emergency situations professionally, and directs to appropriate leader

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Works independently at a consistently high level of performance
- Works with and processes extremely confidential information
- Is a self-starter who follows through until task or project is completed
- Produces, edits, and distributes information using MS Office Suite, email, and the Internet
- Fosters and manages changes and actively promotes growth of the organization
- Possesses a professional manner and appearance
- Demonstrates highly developed skills in organization, customer service, conflict management, oral and written communication skills
- Has ability to work cooperatively with others, individually, and in teams
- Is knowledgeable of and has ability to use Board of Education policies, procedures, and regulations
- Has excellent written and verbal communication skills
- Exemplifies strong mathematical, analytical, and problem-solving skills
- Accustomed to working with confidential information
- Has knowledge of payroll processing and/ or standard accounts maintenance procedures
- Knows financial systems and data entry
- Demonstrates strong organizational skills
- Operates standard office appliances, including desktop computers, printers, and copy machines
- Has had successful experience with standard accounting procedures and practices as applied to the requirements of district school accounts
- Able to operate keyboard devices at a moderate speed
- Able to use advanced and detailed data bases, spreadsheets, and word processing software effectively

**QUALIFICATIONS**

- High School diploma or equivalent plus additional relevant course work.
  - Three (3) years Administrative Assistant experience with emphasis in accounting and business.
- Five years minimum, experience as Executive Administrative Assistant experience (preferred).
- Proficiency in MS Office Suite, especially Excel, PowerPoint, Word.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Adult and Family Education.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Non-exempt

**WORK YEAR**

260 Days

Program Administrative Specialist –  
Odyssey

### **SUMMARY OF FUNCTION**

Provides administrative and technical support to ensure efficient and effective operation of an office or department. Performing administrative, financial, and other technical duties.

Able to manage budget detail, spending, and projected expenses across grant cycles. The position performs a wide range of tasks related to grant budgeting, accounting/bookkeeping, reconciliation, and procurement functions and will produce financial reports and resolve financial issues. He/she identifies and resolves irregularities in grant fiscal records by using techniques such as reconciliation of expenditures to PeopleSoft queries, verification of time and effort documentation to payroll reports, and documentation / verification of match and program income / expenditures to PeopleSoft, etc. The specialist supports the Director of the program in analyzing budget trends and spenddown of assigned grants. She/he is a budgeting master and can coach project directors/ teams through the budgeting process.

### **ESSENTIAL JOB FUNCTIONS**

- Oversees process of and assumes responsibility for timely and accurate completion of office functions
- Works on specialized administrative projects and requests individually and as a member of a work team
- Interprets Board Policy as well as specific laws related to specialty areas
- Examines and monitors bills, documents and processes as needed
- Prepares drafts, edits, and finalizes supplemental informational materials
- Responds and attempts to resolve problems, customer complaints and other issues in a positive manner
- Maintains schedules and administratively supports the mission of the department
- Responds to unexpected and emergency situations professionally, and directs to appropriate leader
- Tracks and verifies assets purchased with grant funding and supervises annual audit of asset inventory, including resolution of irregularities, determination of retention/disposition in accordance with funder and D-II guidelines (especially federal)
- Prepares budget transfer forms
- Prepares journals and reviews journal entries
- Assists in gathering materials for audits
- Monitors purchasing process related to grant portfolio, spend-down flow and timing
- Overseeing maintenance of office equipment
- Issuing building keys
- Maintaining inventory/ordering office supplies
- Arranging and follow-up with substitutes
- Maintaining accounting records
- Collecting, recording, depositing moneys
- Submitting payroll information
- Assembling, editing word processing
- Processes mail, assists in preparation of reports, maintains staff and building files,
- Answers inquiries from staff, students, parents, and all other customers
- Prepares notification of meetings, agendas, and minutes then word processes and distributes as required
- Coordinates collection and processing of forms required by local, state, and federal programs

### **OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Work independently at a consistently high level of performance
- Work with and process extremely confidential information
- Self-starter who follows through until task or project is completed
- Produce, edit, and distribute information using MS Office Suite, email, and the Internet
- Foster and manage changes and actively promote growth of the organization
- Possess a professional manner and appearance
- Demonstrates highly developed skills in organization, customer service, conflict management, oral and written communication skills
- Ability to work cooperatively with others, individually and in teams
- Knowledge of and ability to use Board of Education policies, procedures and regulations
- Independent work ethic and can-do attitude Superior written and verbal communication skills
- Strong mathematical, analytical and problem-solving skills
- Ability to work with confidential information
- Knowledge of payroll processing and/ or standard accounts maintenance procedures
- Knowledge of financial systems and data entry
- Strong organizational skills
- Knowledge of office practices and operation of standard office appliances, including desktop computers and copy machines
- Knowledge of standard accounting procedures and practices as applied to the requirements of district school accounts
- Ability to operate keyboard devices at a moderate speed
- Ability to use advanced and detailed data base, spreadsheets and word processing software effectively

**QUALIFICATIONS**

- High School diploma or equivalent plus additional relevant course work
  - Three (3) years' administrative assistant experience with emphasis in accounting and business
- Five years minimum, experience as executive administrative assistant experience (preferred)
- Proficiency in MS Office Suite, especially EXCEL, PowerPoint, Word.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Adult and Family Education

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Non-exempt

JOB TITLE

JOB DESCRIPTION

**WORK YEAR**

260 Days

Program Evaluation Specialist

**SUMMARY OF FUNCTION**

Researches, designs, and implements procedures to study individual school and district-wide instructional programs and projects (including evaluation plan design, data collection, instrument development, quantitative and qualitative analyses of data, data interpretation and reporting); consults with and provides assistance to schools and central office administrators regarding evaluation activities; provides accountability and accreditation data assistance to schools and performs related duties as required or assigned.

**ESSENTIAL JOB FUNCTION**

- Plans, designs, and manages evaluations for new and ongoing educational programs and intervention evaluations at the school and district under the direction of the Director of Research
- Clarifies program goals, creates questionnaires, designs data collection and analysis procedures, analyzes data and provides written and oral reports to the Board of Education and other staff as appropriate
- Designs and field-tests surveys, questionnaires, interviews, and other instruments which utilize a variety of data collection techniques
- Facilitates focus groups and conducts interviews to gather data from community and other groups for district-level decision-making
- Provides technical assistance for committees, task forces and advisory groups, as needed; performs appropriate qualitative and quantitative analyses of division and cohort data
- Provides technical assistance to school, cluster, and central office administrators in survey development, statistical analysis, needs assessments, and research and evaluation design
- Conducts literature reviews and other background studies in support of instructional program research and evaluation
- Uses databases, spreadsheets, and advanced statistical software for data management and analyses
- Uses a variety of presentation software to prepare written reports, analyses, and statistical documents for a variety of audiences
- Provides support with the evaluation component on major grant projects and to D11 staff
- Participates in district committees to fulfill evaluation needs of various projects and initiatives, anticipating evaluation data needs and preplanning evaluation cycles
- Works collaboratively with consultants hired to help with evaluation projects
- Makes staff development presentations to other District 11 staff, as required
- Prepares written and oral reports, analyses, and statistical documents; and may take the lead role in team, project or program activities
- Provides assistance in communicating findings to various stakeholder groups
- Performs administrative duties such as facilities/equipment planning, establishing procedures, responding to general information requests and maintaining professional relationships
- Maintains strict confidentiality standards

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Ability to perform sound evaluation processes, including use of questionnaires and focus groups, and take or recommend appropriate actions regarding such matters
- Ability to perform quantitative data analysis
- Ability to use MS Word, Access and Excel
- Ability to implement advanced statistical methodology and use statistical and qualitative analysis software
- Ability to communicate effectively: written and oral, including communication of technical information
- Ability to conduct focused interviews and focus groups

JOB TITLE

JOB DESCRIPTION

- Ability to keep abreast of developments in the field
- Knowledge of the District’s mission, organization, instructional goals, and curriculum practices
- Ability to support the school district’s philosophy and objectives and conduct self in a professional manner consistent with district policies and procedures
- Ability to establish and maintain cooperative and collaborative relationships with other school personnel and administrators
- Strong consultation skills for collecting information from with parents, teachers, campus administrators and students
- Ability to approach problem solving tactfully with directness and integrity.
- Ability to respond to suggestions for improvement in a positive manner
- Seeks professional growth through continuing education and staff development
- Ability to prioritize tasks and projects in an expedient, efficient manner
- Ability to work as a team member and with peers, teachers, campus personnel and principals

QUALIFICATION

- Masters degree (or comparable mix of education and experience) in educational evaluation, educational research, social sciences or related field
- Advanced coursework in research or evaluation methods, both qualitative and quantitative is preferred
- A minimum of 2 years of experience in evaluation in educational, human services or non-profit settings
- Teaching or training experience

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Research. May supervise lower-graded employees, as assigned. May provide guidance and assistance to full-, part-time, and/or hourly employees, as required.

WORKING CONDITIONS

The work is performed in a typical office environment with occasional school site responsibilities.

PHYSICAL DEMANDS

The work is generally sedentary with some extended periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift or carry up to 35 pounds; climb stairs; bend; reach; grasp; and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Programmer Analyst

**SUMMARY OF FUNCTION**

The Programmer Analysts' primary responsibility is the timely and accurate reporting of District data for state and federal submissions. Additionally, they support the needs of the district by maintaining and modifying School District 11's student software systems; they create and maintain accurate data exchanges with a wide variety of educational programs; and develop detailed reports for district leadership, schools, departments, and school administration.

**ESSENTIAL JOB FUNCTIONS**

- Responsible for the timely delivery of critical data to the Colorado Department of Education on a regular and reoccurring basis
- Responsible for knowing and complying with all state-required CDE submissions identified by CDE data pipeline schedule and or other CDE requirements
- Responsible for attending and actively participating in CDE data pipeline townhalls and trainings
- Provides data for exchange, or creates interfaces to other systems when needed
- Provides advanced problem solving and troubleshooting across several student information systems
- Maintains clear and detailed documentation of issues, solutions, system configurations, and technical procedures.
- Provides regular status updates to requesting users and departments and district leadership
- Provides full analysis, development, testing, and production implementation of projects
- Gathers initial requirements and information from users, determines core problems to be solved and scope to be developed, provides analysis and research with users, and develops complex automated solutions to requirements and user needs, and implements timely solutions by close coordination with departments and users
- Maintains a positive and engaged relationship with CDE counterparts
- Provides careful testing of automated solutions as required
- Design, implement, and maintain seamless API integrations with third-party systems to enhance the district's software infrastructure and streamline data exchanges

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of programming concepts, methods, and techniques
- Knowledge of data management tools (SQL, SQL Server Management Studio, and SQL Server Business Intelligence Development Studio)
- Knowledge of structure and design of databases and programs
- Ability to do research and analysis to promote effective problem solving; ability to thoroughly research all issues related to an action/intervention before implementing solutions
- Ability to document issues, problems and solutions
- Ability to work effectively in a collaborative team environment
- Ability to independently manage schedules and deadlines by creating detailed plans, allocating appropriate timeframes for tasks, and adapting as needed.

**QUALIFICATIONS**

- Bachelor's degree in computer science, or equivalent experience
- Effective writing and communication skills
- Customer service-orientation; ability to be responsive to district needs quickly and efficiently, utilizing good written and verbal communication skills
- Ability to prioritize; good organizational and time management skills: detail orientation
- Ability in and commitment to learning and the continual improvement of

JOB TITLE

JOB DESCRIPTION

services

- Must demonstrate ability to assess and prioritize tasks based on urgency and importance, ensuring timely completion of critical deliverables.
- Experience with a Code Repository/Code Versioning – Git/TFS/SVN a plus
- Experience with Jira or other PM tools a plus

**PREFERRED**

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Digital Solutions

**WORKING CONDITIONS**

The work is performed in a typical office environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Programmer I

**SUMMARY OF FUNCTION**

This position supports technical staff and end users of the district's administrative software systems. Normal duties include providing problem solving, maintenance, upgrade, and technical support for the educational, student information, and Peoplesoft systems.

**ESSENTIAL JOB FUNCTIONS**

- Researching user problems, needs, and issues, and solving problems, or coordinating solutions with users and technical staff
- Testing solutions and resolutions as needed
- Working with users to define new requirements and needs
- Providing feedback on status to user/originator of problems, or requests, as needed
- Providing training as needed
- Assists IS technical staff
- Documenting issues, or problems, and their resolutions or solutions
- Providing problem solving and troubleshooting assistance
- Assisting in keeping abreast of software fixes and patches
- Assisting in testing fixes and patches when applied
- Assisting in designing potential solutions, test solutions, and implementing solutions
- Testing solutions/resolutions if needed
- Reviewing upgrade documentation to determine scope and impact of upgrades
- Testing upgrades and works with end users during testing procedures
- Reapplying customizations to batch processes (SQL)
- Providing data for exchange, or creating interfaces to other systems as needed
- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of programming concepts, methods, and techniques
- Knowledge of computer systems design, methodologies, and standards
- Knowledge of database structure and design
- Knowledge of data management tools
- Knowledge of testing methodologies and standards
- Knowledge of and ability to use effective problem solving skills
- Ability to research all issues related to an action/intervention before implementing solutions
- Ability to document issues, problems, and solutions
- Knowledge of MS SQL
- Knowledge of Outlook, Excel and Microsoft Access applications
- Knowledge of .Net VB, HTML, Sharepoint, Office365, and Power BI desirable.

**QUALIFICATIONS**

- Bachelor's degree in Computer Science, or equivalent experience
- Effective written and verbal communication skills
- Customer service-orientation; with ability to be responsive to users' needs
- Effective organizational and time management skills with the ability to prioritize
- Good attention to detail skills
- Ability to work collaboratively and effectively with technical staff and end users
- Commitment to learning new skills, and the continual improvement of services

**WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

The work is performed in a typical office environment

ORGANIZATIONAL RELATIONSHIPS

Director Support Services

FSLA STATUS

Exempt

WORK YEAR

260 Days

Programmer II

**SUMMARY OF FUNCTION**

Supports the needs of the district by maintaining and modifying School District 11's student software systems; creates and maintains accurate data exchanges with a wide variety of educational programs; provides timely data reporting to the Colorado Department of Education; and develops detailed reports for schools, departments, and school administration.

**ESSENTIAL JOB FUNCTIONS**

- Provides advanced problem solving and troubleshooting across several student information systems
- Documents issues/problems and their resolutions/solutions
- Provides regular status updates to requesting users and departments and district leadership
- Provides full analysis, development, testing, and production implementation of projects
- Gathers initial requirements and information from users, determines core problems to be solved and scope to be developed, provides analysis and research with users, and develops complex automated solutions to requirements and user needs, and implements timely solutions by close coordination with departments and users
- Provides careful testing of automated solutions as required
- Provides data for exchange, or create interfaces to other systems when needed
- Responsible for the timely delivery of critical data to the Colorado Department of Education on a regular and reoccurring basis
- Develop web applications to meet user needs

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of programming concepts, methods, and techniques—preferably VB.NET
- Knowledge of data management tools (SQL, SQL Server Management Studio, and SQL Server Business Intelligence Development Studio)
- Knowledge of structure and design of databases and programs
- Ability to do research and analysis to promote effective problem solving; ability to thoroughly research all issues related to an action/intervention before implementing solutions
- Ability to document issues, problems and solutions

**QUALIFICATIONS**

- Bachelor's degree in Computer Science, or equivalent experience
- Effective writing and communication skills
- Customer service-orientation; ability to be responsive to district needs quickly and efficiently, utilizing good written and verbal communication skills
- Ability to prioritize; good organizational and time management skills: detail orientation
- Ability in and commitment to learning and the continual improvement of services
- Ability to work collaboratively and effectively with other support and technical staff
- Knowledge of school data reporting needs at a state level
- Knowledge of a student software systems
- Knowledge of Microsoft Office 365 applications

**WORKING CONDITIONS**

The work is performed in a typical office environment

JOB TITLE

JOB DESCRIPTION

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director Application Development and Support

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Programmer II (PeopleSoft Finance)

**SUMMARY OF FUNCTION**

Supports the needs of users by maintaining and modifying School District 11's software systems; provides timely data reporting to the Colorado Department of Education; and develops reports needed by schools and school administration. In addition, this position supports the district asset management and district absence reporting systems.

**ESSENTIAL JOB FUNCTIONS**

- Provides advanced problem solving and troubleshooting across Oracle's Peoplesoft application (Finance, HR) as well as the Absence reporting and Asset management systems
- Documents issues/problems and their resolutions/solutions
- Provides regular status updates to requesting users and departments and district leadership
- Provides full analysis, development, testing, and production implementation of projects
- Gathers initial requirements and information from users, determines core problems to be solved and scope to be developed, provides analysis and research with users, and develops complex automated solutions to requirements and user needs, and implements timely solutions by close coordination with departments and users
- Provides careful testing of automated solutions as required
- Provides data for exchange, or create interfaces to other systems when needed
- Responsible for the timely delivery of critical data to the Colorado Department of Education on a regular and reoccurring basis
- Develop web applications to meet user needs

**OTHER DUTIES**

Performs related duties as assigned.

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of programming concepts, methods, and techniques –preferably PeopleSoft Finance, People Tools, People Code, and Peoplesoft application engines.
- Knowledge of data management tools (SQL, SQL Server Management Studio, and SQL Server Business Intelligence Development Studio)
- Knowledge of structure and design of databases and programs
- Ability to do research and analysis to promote effective problem solving; ability to thoroughly research all issues related to an action/intervention before implementing solutions
- Ability to document issues, problems and solutions
- Ability to work with users in resolving application issues

**QUALIFICATIONS**

- Bachelor's degree in Computer Science, or equivalent experience
- Effective writing and communication skills
- Customer service-orientation; ability to be responsive to district needs quickly and efficiently, utilizing good written and verbal communication skills
- Ability to prioritize; good organizational and time management skills: detail orientation
- Commitment to learning and the continual improvement of services
- Ability to work collaboratively and effectively with other support and technical staff
- Knowledge of school data reporting needs at a state level (Non-essential)
- Knowledge of PeopleSoft Finance applications
- Knowledge of SharePoint

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director Application Development and Support

**PHYSICAL DEMANDS**

JOB TITLE

JOB DESCRIPTION

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

## JOB TITLE

## JOB DESCRIPTION

Programmer II (PeopleSoft)

## SUMMARY OF FUNCTION

Supports the needs of users by maintaining and modifying School District 11's software systems; provides timely data reporting to the Colorado Department of Education; and develops reports needed by schools and school administration.

## ESSENTIAL JOB FUNCTIONS

- Provides advanced problem solving and troubleshooting across Oracle's Peoplesoft application (HR/Benefits/Payroll) as well as several student information systems
- Documents issues/problems and their resolutions/solutions
- Provides regular status updates to requesting users and departments and district leadership
- Provides full analysis, development, testing, and production implementation of projects
- Gathers initial requirements and information from users, determines core problems to be solved and scope to be developed, provides analysis and research with users, and develops complex automated solutions to requirements and user needs, and implements timely solutions by close coordination with departments and users
- Provides careful testing of automated solutions as required
- Provides data for exchange, or create interfaces to other systems when needed
- Responsible for the timely delivery of critical data to the Colorado Department of Education on a regular and reoccurring basis
- Develop web applications to meet user needs

## OTHER DUTIES

Performs related duties as assigned

## KNOWLEDGE, ABILITIES, AND SKILLS

Knowledge of programming concepts, methods, and techniques preferably PeopleSoft (HR, Payroll, Benefits, Recruiting) and SQR  
 Knowledge of data management tools (SQL, SQL Server Management Studio, and SQL Server Business Intelligence Development Studio)  
 Knowledge of structure and design of databases and programs  
 Ability to do research and analysis to promote effective problem solving; ability to thoroughly research all issues related to an action/intervention before implementing solutions  
 Ability to document issues, problems and solutions  
 Ability to work with users to assist in resolving application issues

## QUALIFICATIONS

Bachelor's degree in Computer Science, or equivalent experience  
 Effective writing and communication skills  
 Customer service-orientation; ability to be responsive to district needs quickly and efficiently, utilizing good written and verbal communication skills  
 Ability to prioritize; good organizational and time management skills: detail orientation  
 Commitment to learning and the continual improvement of services  
 Ability to work collaboratively and effectively with other support and technical staff  
 Knowledge of school data reporting needs at a state level (Non-essential)  
 Knowledge of a student software systems  
 Knowledge of PeopleSoft applications (HR/Benefits/Payroll)  
 Knowledge of SharePoint

## WORKING CONDITIONS

JOB TITLE

JOB DESCRIPTION

The work is performed in a typical office environment

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director Application Development and Support

FLSA STATUS

Exempt

WORK YEAR

260 Days

Programmer II (SIS)

**SUMMARY OF FUNCTION**

Supports the needs of the district by maintaining and developing School District 11's student software systems; creates and maintains accurate data exchanges with a wide variety of educational programs; provides timely data reporting to the Colorado Department of Education; and develops detailed reports for schools, departments, and school administration.

**ESSENTIAL JOB FUNCTIONS**

- Provides advanced problem solving and troubleshooting across multiple student information platforms
- Documents issues/problems and their resolutions/solutions
- Provides regular status updates to requesting users, departments, and district leadership
- Provides full analysis, development, testing, and production implementation of projects
- Gathers initial requirements and information from users, determines core problems to be solved and scope to be developed, provides analysis and research with users, develops complex automated solutions to requirements and user needs, and implements timely solutions while collaborating closely with departments and users
- Provides thorough testing of automated solutions as required
- Provides data for exchange and creates interfaces to other systems when needed
- Responsible for the timely delivery of critical data to the Colorado Department of Education and District stakeholders on a regular and reoccurring basis
- Develops innovative web applications and customizations to meet end user needs

**OTHER DUTIES**

- Performs related duties as assigned

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**KNOWLEDGE, ABILITIES, AND SKILLS**

- Working knowledge of programming concepts, methods, techniques;

Desired:

- T-SQL
- .NET
- C#
- JSON
- Angular JS
- JavaScript
- HTML
- Other: Oracle PL/SQL, Python
- 
- Working knowledge of modern management and BI tools; Desired:
  - SQL Server Management Studio
  - SQL Server Integration Services
  - SQL Server Reporting Services
  - SQL Server Analysis Services
  - Microsoft Power BI
  -
- Knowledge of structure and design of databases and programs
- Ability to conduct research and analysis to promote effective problem

solving; ability to thoroughly research all issues related to an action/intervention before implementing solutions

- Ability to document issues, problems, and solutions
- Ability and desire to learn new programming techniques, data management tools, etc.

### **QUALIFICATIONS**

- Bachelor's degree in Computer Science (or related degree) or equivalent experience
- Excellent writing and communication skills
- Customer service-orientation; ability to respond to district needs quickly and efficiently, using effective written and verbal communication skills
- Good organizational and time management skills; ability to prioritize and handle multiple tasks; effective attention to detail
- Ability in and commitment to learning and the continual improvement of skills and services
- Ability to work collaboratively and effectively with other support and technical staff
- Knowledge of school data reporting needs at a state level
- Knowledge of a student software systems
- Proficiency with Microsoft Office 365 applications, including Outlook, Word, Excel, and PowerPoint

### **WORKING CONDITIONS**

The work is performed in a typical office environment

### **ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director Application Development and Support

### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

### **FLSA STATUS**

Exempt

### **WORK YEAR**

260 days

Project AWARE Coordinator

**SUMMARY OF FUNCTION**

The Project AWARE (Advancing Wellness & Resilience in Education) Coordinator will lead, develop, and maintain a comprehensive plan to meet critical objectives outlined by the Colorado Department of Education (CDE) and the federal Substance Abuse and Mental Health Services Administration (SAMSHA) for the duration of the five-year grant. The Project Coordinator will serve as the District's liaison to the State Project Coordinator. Additionally, the Project Coordinator will build local infrastructure, collect and share data, create local policies, oversee the implementation of key programmatic elements, develop and maintain relationships with community organizations, coordinate professional learning opportunities for staff surrounding mental health, and increase communication with families to build ongoing wellness and resilience for students. The Project Coordinator will also be responsible for financial planning and the submission of annual reports to the CDE.

**ESSENTIAL JOB FUNCTIONS**

- Supervise all grant activities to ensure they comply with the grant proposal and aid in the achievement of grant goals
- Manage and provide fiscal oversight of the grant in alignment with District, State, and Federal policies and practices
- Assess, analyze, and evaluate the program continually and make course-corrections as necessary to ensure the achievement of grant goals
- Develop partnerships with public and private agencies that provide services to students and families
- Assist site and district teams, school administrators, and staff to plan, implement and monitor services to students that align with research and best practice
- Must be able to attend evening and weekend events and activities throughout the year
- Work in collaboration with colleagues in the department of Student Success and Wellness to align programmatic elements of the grant with current programs and initiatives
- Maintain a current and growing depth of knowledge of trends in behavioral interventions, SEL strategies and best practices, Special Education, MTSS, and trauma informed care practices
- Market and communicate the District's Project AWARE outcomes and programs to school, district and community stakeholders
- Provide oversight of subcontractors or subcontracted agencies as applicable
- Collaborate with all facilitators to include core content areas, GT, ELL, Counseling Services, Student Support and Engagement, and Special Education to achieve alignment and outcomes identified in the District's strategic plan
- Reports directly to the Executive Director of Student Success and Wellness

**QUALIFICATIONS**

- BA/BS in Education, Public Health, Nursing, Mental Health or related field
- Master's degree in Education, Education Administration, Mental Health or related field highly preferred
- Program coordination and supervisory experience preferred; or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities
- Must have or can obtain an appropriate CDE license upon hire

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Demonstrate effective interpersonal communication skills that build trust and relationships among all stakeholders to support the implementation of Project AWARE
- Knowledge of implementation and improvement practices, models, and tools

JOB TITLE

JOB DESCRIPTION

to assist the District and school sites in achieving project outcomes

- Demonstrated ability to implement social, emotional health interventions with a history of sustained outcomes
- Ability to collaborate with stakeholders to achieve a common mission and reach agreed-upon outcomes
- Ability to work effectively on cross-content planning teams and district-wide initiatives
- Knowledge and commitment to equity and innovation with the skill to apply this knowledge to create systemic change within a dynamic system
- Knowledge of and connections to community agencies and resources which provide services and support to students and families
- Ability to develop positive relationships with community agencies, professional groups, and committees

**OTHER DUTIES**

- Perform other related work as required and/or requested

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Executive Director of Student Support and Wellness

**WORKING CONDITIONS**

Work is performed in an office environment and outside in the community.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak naturally and to use standard or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Project Coordinator

## SUMMARY OF FUNCTION

Performs high level administrative & support assistance for Capital Program Manager and Project managers to ensure the successful operation of programs and projects

## ESSENTIAL JOB FUNCTIONS

- Assists Project managers on projects as necessary to include but not limited to:
  - Budget Tracking
  - Job Closeout documentation
  - Site walk job sites for QA and Project Progression
  - Take pre and post job pictures
  - Helps gather scope of work information
  - Updating software and job reports
  - Fills in on meetings & takes notes
- Maintains Program Project Management software (SMARTSHEET) and become the Program's expert to train, assist and problem solve software issues as necessary
- Assists in preparation and tracks project financial documents (PO's, Invoices & Contracts)
- Assists the Capital Program Procurement Office in the support of proper project execution.
- Coordinates workloads and information with other support staff which may include:
  - Maintenance of office equipment
  - Maintains inventory/ordering supplies
  - Maintains & monitors budget and accounting records
  - Assembles editing word processing, spreadsheets & project management software
  - Maintains supervisor's calendar and schedules appointments and
  - meetings, coordinates activities required for meetings, appointments, conferences, etc.
- Coordinates key shareholder meeting times and locations
- Coordinates collection and processing of forms required by local, state and federal programs
- Prepares correspondence through the use of word processing & MS Outlook
- Tracks and prepares reports for employee leave/vacation/sick leave
- Maintains confidential files
- Maintains & Keeps Capital Program Website up to date and accurate
- Responds to inquiries from office visitors, schools, other departments, regarding information records, policies, procedures, projects, programs and services
- Knowledge of standard accounting and bookkeeping procedures including the collection of, as well as maintaining accurate accounts as applied to the requirements of School District 11
- Organize and direct office services and secretarial procedures in a school or executive office setting
- Resolution of discrepancies in accounts and payment problems with vendors; use of standard purchasing procedures
- Process, prepare and distribute bids to services suppliers or for equipment to be purchased; contact and communicate specifications to vendors
- Coordinate in-service training with schools/departments
- Assist in formulation of procedures

JOB TITLE

JOB DESCRIPTION

OTHER DUTIES

- Other duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, and copy machines
  - Ability to work with confidential information
  - Ability to operate standard database, spreadsheet and word processing software and program/project management software as it becomes available
  - Ability to communicate effectively
  - Ability to work cooperatively with others
  - Ability to operate keyboard devices at a moderate speed; ability to use e-mail
  - Knowledge of payroll processing, invoicing, purchase orders and/or standard accounts
- Maintenance & execution procedures

QUALIFICATIONS

- High School diploma or equivalent, Associates Degree or 2-yr. Technical degree preferred
- Minimum three years clerical/secretarial /bookkeeping/account/Project Management support experience and maintenance
- Knowledge of computers, software programs, database and spreadsheets
- May include: Coursework in office practices/ vocational courses
- CPR/First Aid Certification

ORGANIZATIONAL RELATIONSHIPS

Reports to Capital Program Manager

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Non-exempt

WORK YEAR

260 Days

Project Director - Mitchell High School

**SUMMARY OF FUNCTION**

The primary purpose of this position is to plan, manage, and coordinate the implementation of five initiatives at Mitchell High School. This includes project planning, consultant coordination, committee coordination, grant management, work plan execution, and ongoing support and communications. The individual in this position will work closely with the school site, district personnel, federal grant program officers, and community partners to ensure timely and thorough implementation. The position will report to the Mitchell High School Principal and brief related committees, the Deputy Superintendent and others as needed on progress and issues related to overall implementation.

**\*\*Mitchell High School is designated as Priority Improvement by the Colorado Department of Education. A commitment to working this position under that high degree of accountability is essential. Schools assigned as Priority Improvement have the lowest student outcomes of all districts and schools in Colorado, according to the state's primary accountability tool the School Performance Framework (SPF). The SPF is based on upon the Key Performance Indicators of; academic achievement, growth, and post-secondary and workforce readiness.**

**This Project Director would act as:**

- Point Person for the development of the Community School
- Point person/liaison for the Peak Vista Community Health Clinic and its opening in December
- Coordinator for development and implementation of the School of Innovation plan
- Point person to support Innovation Academic Initiatives, including implementation of academic pathways
- Point person/manager EASI Accountability Pathways Planning and Implementation grant
- CDE Point of Contact for "ON THE CLOCK" related actions with CDE

**ESSENTIAL JOB FUNCTIONS**

- Provides (with the principal) the vision and leadership to successfully implement the Mitchell High School initiatives
- Develops, coordinates, and implements a detailed project work plan that encompasses the entire project schedule (activities, deadlines, and outcomes). Revises work plan as needed
- Coordinates, develops, and maintains positive district, business and community relationships on behalf of the school
- Establishes and maintains community partnerships, including marketing plans, in-kind donations and volunteer support, financial support, and community events
- Creates recruitment materials and implements targeted student recruitment plan to military bases, aerospace companies, area elementary and middle schools
- Manages day-to-day operational aspects for the project
- Identifies resources needed to complete the project
- Oversees purchases using grant dollars and maintains adequate fiscal reporting records

JOB TITLE

JOB DESCRIPTION

- Ensures project documents are complete, current, and stored appropriately
  - Works collaboratively with External Evaluators.
  - Assist with teacher professional development
  - Reports and disseminates Mitchell School project formative and summative outcomes
  - Assists with project communications both internally and externally
  - Ensures that the grant remains in compliance with rules and regulations as well as district policy
- KNOWLEDGE, ABILITIES, AND SKILLS**
- Driving for Results – strong capacity and proven experiences to achieve outstanding results and the task-oriented actions required for success.
  - Influencing for Results – motivating others and influencing behavior to obtain results. Turnaround Principal recognizes they cannot accomplish change alone; they must rely on the distributed leadership work and commitment of others.
  - Problem-Solving – strategic analysis of data to inform decisions, executing clear and logical plans that staff may follow, and ensure a strong connection between school learning goals and daily classroom activity.
  - Confidence to Lead – staying visible, focused, committed, and self-assured despite personal and professional challenges that are common during high accountability.
  - Consistently demonstrates and communicates the belief that students will perform at high levels when they have access to excellent teaching.
  - Wants to lead specifically in urban community and conveys reasonable understanding of potential challenges involved in leadership with divergent needs of the school.
  - Oral and written fluency in second language is preferred.
  - Possesses knowledge and basic understanding of project management techniques and applications
  - Possesses knowledge and basic understanding of grant procedures as well as compliance guidelines and regulations
  - Understands basic financial concepts related to schools and school districts
  - Effectively leads and facilitates a team
  - Delivers engaging, informative and well-organized presentations to a variety of audiences
  - Ability to resolve and/or escalate issues in a timely fashion
  - Possesses working knowledge of computer technology applications and media
  - Motivates project team to work together in the most efficient manner
- QUALIFICATIONS**
- Master in Curriculum and Instruction or other similar field
  - Three to five years of progressively increasing responsibility preferred
  - Technology experience and background preferred
  - School-related experience preferred
  - Experience working with grants preferred
  - Reports to the Principal
  - Works directly with school staff, other District personnel, and community partners
- PHYSICAL DEMANDS**The work is partly sedentary with periods of physical activity. Typical positions require workers to walk, or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.
- FLSA STATUS**Exempt
- WORK YEAR**Full Time (260 days)
- Sunsetted for up to 2.50 years**

**JOB TITLE****JOB DESCRIPTION**

Project Director for Jack Swigert  
Aerospace Acad.

**SUMMARY OF FUNCTION**

The primary purpose of this position is to plan, manage, and coordinate the implementation of a middle level Aerospace Academy Magnet School. This includes project planning, consultant coordination, committee coordination, grant management, work plan execution, and ongoing support and communications. The individual in this position will work closely with the school site, district personnel, federal grant program officers, and community partners to ensure timely and thorough implementation. The position will report to the Superintendent or designee and brief a steering committee and the Board of Education on progress and issues related to overall implementation.

**ESSENTIAL JOB FUNCTIONS**

- Provides (with the principal) the vision and leadership to successfully implement the Aerospace Academy Magnet School.
- Develops, coordinates, and implements a detailed project work plan that encompasses the entire project schedule (activities, deadlines, and outcomes). Revises work plan as needed
- Coordinates, develops, and maintains positive district, business and community relationships on behalf of the school
- Establishes and maintains community partnerships, including marketing plans, in-kind donations and volunteer support, financial support, and community events
- Creates recruitment materials and implements targeted student recruitment plan to military bases, aerospace companies, area elementary and middle schools
- Manages day-to-day operational aspects for the project
- Identifies resources needed to complete the project
- Oversees purchases using federal grant dollars and maintains adequate fiscal reporting records
- Ensures project documents are complete, current, and stored appropriately
- Works collaboratively with the External Evaluator to implement all grant evaluation and research components
- Provides (with the principal) Aerospace theme, STEAM curriculum, project based learning and 21st Century learning environment
- Provides (with the principal) extended learning opportunities, increased academic interventions and teacher professional development
- Provides parent education nights, parent communication plan and opportunities for parent volunteerism
- Reports and disseminates Magnet School project formative and summative outcomes
- Prepares and distributes print-based informational materials in English and Spanish (including brochures, flyers, articles/ads) for school and district newsletters, as well as local, regional, and national media outlets
- Assists with project communications both internally and externally
- Ensures that the federal grant remains in compliance with federal rules and regulations as well as district policy

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Possesses knowledge and basic understanding of project management techniques and applications
- Possesses knowledge and basic understanding of federal grant procedures as well as compliance guidelines and regulations
- Understands basic financial concepts related to schools and school districts.
- Effectively leads and facilitates a team
- Delivers engaging, informative and well-organized presentations to a variety of audiences
- Ability to resolve and/or escalate issues in a timely fashion

JOB TITLE

JOB DESCRIPTION

- Possesses working knowledge of computer technology applications and media
- Motivates project team to work together in the most efficient manner

QUALIFICATIONS

- Master in Curriculum and Instruction or other similar field
- Three to five years of progressively increasing responsibility (including supervisory) as a project manager: technology experience and background preferred
- School-related experience preferred
- Experience working with grants (particularly Federal grants) preferred
- Reports to the Superintendent or designee
- Works directly with school staff, other District personnel, and community partners

PHYSICAL DEMANDS

The work is partly sedentary with periods of physical activity. Typical positions require workers to walk, or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

Full Time (260 days) Sunsetting for up to 2.5 years

Project Manager - Mitchell High School

**SUMMARY OF FUNCTION**

The primary purpose of this position is to plan, manage, and coordinate the implementation of five initiatives at Mitchell High School. This includes project planning, consultant coordination, committee coordination, grant management, work plan execution, and ongoing support and communications. The individual in this position will work closely with the school site, district personnel, federal grant program officers, and community partners to ensure timely and thorough implementation. The position will report to the Mitchell High School Principal and brief related committees, the Deputy Superintendent and others as needed on progress and issues related to overall implementation.

**This Project Director would act as:**

1. Point Person for the development of the Community School
2. Point person/liaison for the Peak Vista Community Health Clinic and its opening in December
3. Coordinator for development and implementation of the School of Innovation plan
4. Point person to support Innovation Academic Initiatives, including implementation of academic pathways
5. Point person/manager EASI Accountability Pathways Planning and Implementation grant
6. CDE Point of Contact for "ON THE CLOCK" related actions with CDE

**ESSENTIAL JOB FUNCTIONS**

- Provides (with the principal) the vision and leadership to successfully implement the Mitchell High School initiatives
- Develops, coordinates, and implements a detailed project work plan that encompasses the entire project schedule (activities, deadlines, and outcomes). Revises work plan as needed
- Coordinates, develops, and maintains positive district, business and community relationships on behalf of the school
- Establishes and maintains community partnerships, including marketing plans, in-kind donations and volunteer support, financial support, and community events
- Creates recruitment materials and implements targeted student recruitment plan to military bases, aerospace companies, area elementary and middle schools
- Manages day-to-day operational aspects for the project
- Identifies resources needed to complete the project
- Oversees purchases using grant dollars and maintains adequate fiscal reporting records
- Ensures project documents are complete, current, and stored appropriately
- Works collaboratively with External Evaluators.
- Assist with teacher professional development
- Reports and disseminates Mitchell School project formative and summative outcomes
- Assists with project communications both internally and externally
- Ensures that the grant remains in compliance with rules and regulations as well as district policy

**KNOWLEDGE, ABILITIES, AND SKILLS**

JOB TITLE

JOB DESCRIPTION

- Possesses knowledge and basic understanding of project management techniques and applications
- Possesses knowledge and basic understanding of grant procedures as well as compliance guidelines and regulations
- Understands basic financial concepts related to schools and school districts
- Effectively leads and facilitates a team
- Delivers engaging, informative and well-organized presentations to a variety of audiences
- Ability to resolve and/or escalate issues in a timely fashion
- Possesses working knowledge of computer technology applications and media
- Motivates project team to work together in the most efficient manner

**QUALIFICATIONS**

- Master in Curriculum and Instruction or other similar field
- Three to five years of progressively increasing responsibility (including supervisory) as a project manager:technology experience and background preferred
- School-related experience preferred
- Experience working with grants preferred
- Reports to the Principal
- Works directly with school staff, other District personnel, and community partners

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of physical activity. Typical positions require workers to walk, or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

Full Time (260 days) Sunsetting for up to 2.50 years

Project Manager, FNS

**SUMMARY OF FUNCTION**

Assists the department Director and department leadership with the development and monitoring of department goals, financial projections, budgets, financial reporting and data analysis.

**ESSENTIAL JOB FUNCTIONS**

- Support the processes of all departmental Financial Management systems to ensure:
  - Accurate and timely reporting of Food and Nutrition Services (FNS) department financials, payment/collection, recording, and reporting of expenditures and receivables, and quarterly department goals related to Financial Management
  - Excellent service is provided by the FNS Office to all internal and external customers of the CSSD11 Food & Nutrition Services Department
  - Oversees Food and Nutrition Services Department Business Calendar, keeping department Director and team apprised of business requirements and deadlines
  - Help Food and Nutrition Services continue to meet its mission and goals by providing objective support, influence, and leadership in the areas of control, planning, financial analysis, budgeting, and accounting
  - Provide Director and department leadership with accurate and timely financial information
  - Supports department financial management systems, including procurement and contracting, point-of-sale, on-line payment and department deposits, inventory management, and Free & Reduced functions throughout the department
  - Works to create and maintain systems of checks and balances to assure data integrity at all levels
  - Performs site financial reviews upon request of Director or Business Manager to ensure compliance with department financial controls
  - Generate reports necessary for the operation of Food and Nutrition Services
  - Assure that financial statements, invoices, reports, and claims for reimbursement are fairly reported to State and District in conformity with generally accepted accounting principles and District accounting policies, where applicable
  - Supports management, assuring that all policies and procedures of the USDA, State, and District are followed, and that financial decisions are approved and executed by a competent level of management
  - Supports management, implementing appropriate document retention schedules for the accounts payable department, including maintaining and storing records
  - Supports Federal or State reporting or auditing requirements (e.g. On-Site Reviews, Coordinated Review Effort, etc.)
  - Supports management with Procurement, Contracting, and USDA Commodities management
  - Liaisons with Business Services, Human Resources, Information Technology and other Departments.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of USDA National School Lunch Program and State requirements of school meal programs
- Ability to use spreadsheet, word processing, and data base software
- Ability to analyze accounting data and prepare financial reports
- Ability to work cooperatively with others, co-workers, and all levels of managers

JOB TITLE

JOB DESCRIPTION

- Knowledge of Colorado Department of Education’s financial and procurement policies and procedures concerning Child Nutrition Programs
- Ability to communicate effectively in writing and orally.

**QUALIFICATIONS**

- Bachelor’s degree
- Experience with working with Child Nutrition Programs preferred
- Point of Sale and/or Free and Reduced software experience a plus
- Excellent organizational and leadership skills required
- Microsoft Excel, Word, and Access experience required.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Director of Food& Nutrition Services.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

Project Manager, Video Editor

**SUMMARY OF FUNCTION**

Under the direction of the LRS Media Production Services Manager, the LRS Media Production Project Manager/ Video Editor is responsible for shooting, editing, and producing all types of video programs for the District. A primary responsibility of LRS Media Production Services is to increase the community's awareness of what the district is doing to accomplish its mission of continuous improvement of student achievement. Duties include but are not limited to script writing, storyboarding, location and studio video shooting, video and audio editing, remote production support, A/V equipment setup, occasional LIVE Board of Education productions, still photography (studio and event), voiceover talent, digital media implementation/distribution and management, social media content implementation/distribution and management (Medial Server, YouTube & Vimeo Channels, Facebook Live and other social media outlets), programming and operations of the District's television channel, operation of the District's Unmanned Aerial Vehicle, provide closed captioning services for District produced media. S/he provides graphic, logo and layout design for District print/digital promotional and informational materials, branding campaigns and social media outlets. S/he serves as a representative for interaction with community members and district staff and provides training and consulting services to principals, school-based video production/studio staff, teachers, library technology staff, and students.

**ESSENTIAL JOB FUNCTIONS**

- Manages projects timely and efficiently
- Designs look and feel of productions with the customer using a Plan, Do, Study, Act model to improve ideas to get the best message across to the specified audience for the customer
- Focusing on the intended message while implementing the right tools to meet the needs of the production
- Edits audio and video projects orderly to meet set deadlines
- Must have the ability to stay flexible while working on several projects at one time because project deadlines can and do change
- Schedules all video shoots with the customers working around class schedules, building schedules, customer schedules and live productions
- Manages several projects in various stages of development, planning scheduling needs based project requirements
- Coordinates the production time-lines with all stakeholders keeping the customer well informed as to the progress and status of their project
- Produces programs and provides editing services for the television studio and locally produced district programming services
- Supervises, researches, and writes scripts for various "in-house" and "on-site" video and audio productions
- Assists/consults/ writes or rewrites all prepared scripts and performs such duties including but not limited to: location scouting, directing, lighting, camera operation, audio, set building and/or talent direction, and editing of video productions
- Builds and coordinates schedules for all video and audio productions including time, place, talent, and crew
- Selects music and sound effects, ensuring that all copyright laws are followed
- Provides graphic, logo and layout design for District print/digital promotional and informational materials, branding campaigns and social media outlets.
- Provides voiceover talent for promotional and informational videos
- Provides closed captioning services for District produced media
- Provides digital media implementation, distribution and management
- Provides social media content implementation, distribution and management (Medial Server, YouTube & Vimeo channels, Facebook Live and other media outlets)
- Provides support and training to teachers, administration, and students on the use of video/audio editing equipment and software, including one-on-one assistance and

consultation as needed

- Provides support and training to teachers, administration, and students on the use of still photography equipment and software, including one-on-one assistance and consultation as needed
- Provides support and training to teachers, administration, and students on the use of graphic design software, including one-on-one assistance and consultation as needed
- Provides support and training to teachers, administration, and students on the use of print layout and design software, including one-on-one assistance and consultation as needed
- Provides support and training to teachers, administration, and students on the use of audio and video systems equipment setup and operation, including one-on-one assistance and consultation as needed
- Provides research and recommendations for implementation of new media technologies for use in department and District work flows
- Operates District Unmanned Aerial Vehicle for video production, photography and training purposes
- Communicates with stakeholders
- Serves as a representative for interaction with community members and district staff and provides training and consulting services to principals, school-based video production/studio staff, teachers, library technology staff, and students
- Communicates effectively the needed information for on-location crew
- Works within district policies and procedures applying appropriate security controls
- Analyzes and solves problems effectively
- Collaborates with appropriate stakeholders to solve problems in a timely and effective manner
- Collaborates with personnel from other school districts, academic institutions, libraries, and television stations to learn new production techniques that will facilitate better television/video production
- Leads and facilitates collaboratively
- Collaborates with community members and district staff to increase the community's awareness of what the district is doing to accomplish its mission of continuous improvement of student achievement. Works within the goal of providing quality programming for Channel 16, the District 11 Channel

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrated competencies in the operation of audio
- Demonstrated competencies in the operation of video cameras
- Demonstrated competencies in operating various video switchers
- Demonstrated competencies in operating both linear and non-linear editing systems
- Demonstrated competencies in operating various video recorders and playback systems
- Demonstrated competencies in operating a character generator and designing graphics
- Ability to understand various video and audio routing functions
- Demonstrated competencies in television directing skills
- Ability to program and operate various video and/or audio decks
- Demonstrated basic computer skills
- Demonstrated competencies in graphic, logo and print layout design
- Demonstrated competencies in professional graphic design software
- Demonstrated competencies in professional print layout software
- Demonstrated competencies in professional studio and event photography
- Demonstrated competencies in professional photography editing software
- Demonstrated competencies in digital media implementation/distribution
- Demonstrated competencies in digital media management
- Demonstrated competencies in social media implementation

JOB TITLE

JOB DESCRIPTION

- Demonstrated competencies in social media management
- Demonstrated competencies in operation of Small Unmanned Aerial Vehicles
- Demonstrated understanding of FAA Part 107, Small Unmanned Aerial Vehicle operation parameters regulated by the Federal Aviation Administration
- Ability to foster and manage change
- Ability to work cooperatively with others, individually and in teams
- Ability to work a flexible schedule

**QUALIFICATIONS**

- 4 year college degree in Broadcast Communications, Radio and Television or equivalent degree
- One year experience in a television or video/audio production environment
- Experience in television production including audio, graphics, and editing
- Experience in script writing and organizational skills
- Valid Colorado driver's license and safe driving record
- Must be able to drive a 16' Television Remote Truck
- Valid FAA Part 107 Small Unmanned Aerial Vehicle pilots license

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to and is evaluated by the Manager of LRS Media Production Services
- Supervises talent and crew during on-location productions

**WORKING CONDITIONS**

The work will be performed in various environments depending on the location and activity of the events being covered. The work will be performed according to the schedule demanded by the activity being produced. On-location productions are performed with a single camera and/or from a 16' television remote truck that has environmental controls to allow it to be used in Colorado's various seasonal conditions. Work may also be performed in studio and control room environment.

**PHYSICAL DEMANDS**

The work is active with the ability to walk, crawl, stand, and sit. The work requires the ability to bend, reach, hold, grasp and turn objects; use fingers to operate computers, cameras and other equipment; identify colors; detect odors, and feel the shape, size, and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing. The work requires the ability to lift and carry objects up to 75 pounds. Must be able to climb ladder for both studio and remote truck operations and sometimes work in an elevated position.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Property and Auto Claims Adjuster

**SUMMARY OF FUNCTION**

Investigates, evaluates and concludes property and auto claims; coordinates the documentation and servicing of commercial insurance policies and related risks; investigates and evaluates the recovery of property and auto losses through subrogation, restitution or insurance policy reimbursements. Assists with the District's Safety Program.

**ESSENTIAL JOB FUNCTIONS**

- Evaluates, investigates, initiates and concludes approximately 600 annual building property and auto physical damage claims
- Coordinates with immediate supervisor on third party medical liability claims resulting from an auto / bus accident
- Initiates and coordinates subrogation and collection activity through appropriate channels to recover District costs
- Establishes, evaluates, documents, monitors, and reports appropriate claim reserves to maintain adequate funds to meet liabilities in a timely manner
- Authorizes, coordinates, manages, and appropriately documents claim files to include reserves, payments or recovery within property, medical, indemnity, legal, subrogation and any other claim-related activities through risk management information system.
- Assist immediate supervisor with coordination and review of compliance coverage specifications for purchase and/or renewal of property related insurance policies
- Approves and authorizes payment of related property insurance premiums
- Assists in the development of the annual budget, safety loss control programs and measurable criteria to evaluate programs
- Coordinates and reviews all support fleet vehicle accidents and assesses points based on District driving handbook
- Maintains District vehicle fleet information and driver information (motor vehicle record, certifications, etc)
- Assists other local government entities in related processing of claims and issues involving policy and coverage
- Identifies questionable or suspicious claims and/or injuries and initiates an appropriate responses
- Notifies management of claim status as appropriate within financial authority levels
- Evaluates, investigates, initiates and concludes related activities to accomplish daily operations of the Risk Management office

**OTHER DUTIES**

- Performs related work and duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Working knowledge of commercial insurance coverage and adjustment procedures, both property and auto
- Ability to investigate insurance claims, establish facts and make sound recommendations; maintain accurate, detailed records
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Associates or Bachelor's degree or minimum 5 years commensurate experience in commercial insurance and claims administration; or commercial underwriter with minimum 3 years' experience servicing the insurance needs of a large employer; CPCU, ARM or other relevant insurance designations a plus
- Significant training or experience in areas related to: (1) commercial insurance claims investigating (property and vehicle), adjusting, processing, etc. (2)

JOB TITLE

JOB DESCRIPTION

commercial insurance policy terms and conditions and (3) multi-line insurance coverage management, service, records management and data reporting activities

- Knowledge of Colorado Motor Vehicle Liability; property insurance coverage, perils, conditions, valuation and “risk” of damage and Fidelity and Surety bonding coverage
- Familiar with the Colorado Governmental Immunity Act
- Skilled in working with complex issues
- Skilled in determining property valuation for insurance coverage and premium development purposes (replacement cost vs ACV)
- Skilled in verifying and valuing property loss and/or damage claims
- Ability to interpret and understand legal and contractual language and issues related to commercial insurance needs
- Good analytical skills, mathematical and bookkeeping skills
- Good decision making skills
- Good interpersonal, interviewing, speaking and presentation skills
- Ability to establish and maintain effective working relationships with all levels of District personnel and outside vendors
- Good judgment skills, skills working with ambiguous information and skills as a self-starter and team player
- Strong skills with data analysis and the storage, retrieval and use of data base software (Risk Management Information Systems)
- Aptitude in organizing, prioritizing and processing work flow under pressure
- Aptitude in recognition of sensitive information and maintaining confidentiality
- Possession of a valid Colorado driver’s license and insurable

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Workers’ Compensation Manager

**WORKING CONDITIONS**

The work is primarily performed in a typical office environment with periods at various District worksites and accident scenes

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate physical activity, and is performed in offices, at other work sites and accident scenes. Typical positions require workers to walk or stand for long periods: lift and carry up to 50 pounds: climb stairs, ladders or scaffolding: bend, kneel and crouch: reach, hold, grasp and turn objects: and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Quality Assurance Evaluator - General

**SUMMARY OF FUNCTION**

This position is the "eyes and ears" for the project managers, doing the routine contract surveillance on assigned construction and equipment installation contracts. Projects may include: construction of new schools, major repairs and renovations; and installation of technology systems. This is a unsettled position with a duration of about 60 months.

**ESSENTIAL JOB FUNCTIONS**

- Performs routine construction and contract execution surveillance on assigned contracts using site visits, meetings and reviews of records and documents
- Performs initial technical review of contract submittals and provides recommendation to the appropriate project manager
- During routine site visits, observes conditions and practices for compliance with the safety requirements and the contractor's safety plan
- Observes construction practices for compliance with the contract requirements, and reports noted concerns and discrepancies to the appropriate project manager
- Reviews contractor's daily activity report for completeness and accuracy
- Performs initial review of contract's request for payment and provides recommendation to the project manager of concerns, accuracy, acceptability and progress
- Performs initial review of contractors' submittal of "as built" or record set drawings for accuracy and makes recommendation for acceptance to the project manager
- Supports other QAEs and project managers upon request in the areas of technical expertise

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Journeyman level skills in any one, and experience or knowledge of all of the areas, of the following areas: carpentry, masonry and metalwork
- Ability to read and interpret contract specifications and blueprints
- Basic proficiency with PC office applications including data bases, spreadsheets, project management
- Ability to communicate effectively verbally and in writing

**QUALIFICATIONS**

- Five (5) years experience in facilities maintenance or construction
- Valid Colorado driver license with good driving record
- Construction contractor's license preferred
- Experience with contract administration and inspection preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director, Project Management

**WORKING CONDITIONS**

Time is split between construction sites and an office environment; including climbing ladders, bending, visual inspection and traversing rough terrain.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate physical activity, and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter

JOB TITLE

JOB DESCRIPTION

keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

Quality Assurance &amp; Safety Manager

**SUMMARY OF FUNCTION**

Manages training and implementation of Facilities safety programs. Establishes and maintains Annual Safety training and programs for district facilities departments. Establish and manage a quality control program with shop foreman for in housework and sport checks as needed. Will provide quality assurance on all outsourced work and work with the JR Project manager to resolve identified deficiencies.

Coordinates and escorts fire department code compliance inspectors to all district's sites. Assists sites in completing out-of-compliance fire code violations. Inspects and maintains all types of fire suppression equipment throughout the district. Responds to all environmental issues in the District. Assists the Environmental Life Safety Supervisor in completing AHERA building inspections and internal fire code inspections. Implements procedures designed to control and dispose of hazardous materials (including asbestos, PCBs, mercury, chemicals and other hazardous materials) in accordance with State, Federal and local regulations.

**ESSENTIAL JOB FUNCTIONS**

?Advises and consults with the District Risk Management Wellness and Environmental/Life Safety/ Supervisor Coordinator regarding facility staff safety practices and concerns.

?Coordinates and facilitates meetings as needed with appropriate District staff and/or third parties.

?Reviews and evaluates District policies to insure compliance with current law and best practices

?Evaluates staff working conditions for safety and makes recommendations for corrective actions.

- Coordinates and escorts fire department code compliance inspectors to all district's sites. Works with sites to correct fire code violations in a timely manner. Corrects facilities department violations at sites through work order system
- Coordinates and escorts inspectors of fire suppression equipment including fire sprinkler systems, kitchen hood suppression systems, fire extinguishers, roll up fire doors and stage smoke hatches at all district sites.
- First response to all environmental emergencies. Directs or performs prompt emergency repairs. Analyzes problems, plans for safe repair, acquires necessary materials, and repairs problems. Responds to emergency calls (24 hour on-call). Provides initial investigation into all environmental problems and issues.
- Supervises and schedules all environmentally related projects, as directed by the Environmental Life Safety Supervisor, involving hazardous waste disposal, environmental and indoor air quality contractors. Performs removal or encapsulation of contaminated materials and arranges for disposal of hazardous materials.
- Inspects and evaluates district facilities for the presence of hazardous materials.
- Coordinates and escorts fire department inspectors through all district owned facilities.
- Performs routine independent fire code inspections at all district owned facilities.
- Assists sites in meeting fire code compliance.
- Coordinates contracts with fire protection and life safety contractors

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of Facility Maintenance and Operations
- Experience with operating and using databases
- Experience in plumbing, HVAC, grounds, electrical or similar type work as it relates to construction
- Knowledge of asbestos containing construction materials

- Knowledge of AHERA, State Reg., other state and EPA regulations for asbestos removal and handling
- Knowledge of handling, labeling, and disposal of hazardous materials
- Knowledge of state, federal, and local regulations pertaining to hazardous materials
- Knowledge of International Fire Code and NFPA standards as it relates to educational occupancies
- Ability to communicate effectively (both written and oral)
- Ability to read and understand contracts, construction drawings and specifications
- Ability to work cooperatively with others
- Strong computer skills in both standard and unique software packages and basic knowledge of computer hardware
- Knowledge of indoor air quality issues
- Knowledge and experience in supervising the planning and layout of environmental projects
- Skill in using the tools, equipment and materials of the trade
- Ability to work independently

#### **QUALIFICATIONS**

- High school diploma or equivalent.
- Valid Colorado driver's license with good driving record
- Some familiarity with AHERA/EPA regulations regarding asbestos abatement
- Ability to become state certified for asbestos supervisor within six months from date of hire
- Ability to become state certified for asbestos management planner within six months from date of hire
- Ability to become state certified contractor supervisor for asbestos abatement within six months from date of hire
- Ability to become certified in various aspects of hazardous materials management

#### **PREFERRED QUALIFICATIONS**

- Certification in AHERA/EPA contractor supervisor training for asbestos abatement
- Certification as an AHERA/EPA building Inspector for asbestos abatement
- Certification as an AHERA/EPA asbestos management planner for asbestos abatement
- Familiarity with NIOSH 582 air monitoring and sample analysis Familiarity with NIOSH respirator wear guidelines

#### **ORGANIZATIONAL RELATIONSHIPS**

- Reports to Assistant Director of Facilities or designee.

#### **WORKING CONDITIONS**

- Works with and disposes of hazardous materials
- May be exposed to risk of physical injuries through performing duties with hand or trade tools
- Duties performed in uncomfortable positions or in tunnels and crawl spaces or on ladders
- Works in areas containing hazardous materials Exposed to various weather conditions
- Requires wearing of personal protective equipment including respirators
- 24-hour on-call emergency response

#### **PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; cling stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and

JOB TITLE

JOB DESCRIPTION

hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

**WORK DAYS**

260

**JOB TITLE****JOB DESCRIPTION**

Quality Assurance Evaluator -  
Mechanical

**SUMMARY OF FUNCTIONS**

This position is the "eyes and ears" for the project managers, doing the routine contract surveillance on assigned construction and equipment installation contracts. Projects may include: construction of new schools, major repairs and renovations; and installation of technology systems. This is a unsettled position with a duration of about 60 months.

**ESSENTIAL JOB FUNCTIONS**

- Performs routine construction and contract execution surveillance on assigned contracts using site visits, meetings and reviews of records and documents
- Performs initial technical review of contract submittals and provides recommendation to the appropriate project manager
- During routine site visits, observes conditions and practices for compliance with the safety requirements and the contractor's safety plan
- Observes construction practices for compliance with the contract requirements, and reports noted concerns and discrepancies to the appropriate project manager
- Reviews contractor's daily activity report for completeness and accuracy
- Performs initial review of contract's request for payment and provides recommendation to the project manager of concerns, accuracy, acceptability and progress
- Performs initial review of contractors' submittal of 'as built' or record set drawings for accuracy and makes recommendation for acceptance to the project manager
- Supports other QAEs and project managers upon request in the areas of heating, ventilating, air conditioning and plumbing

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Associates degree in HVAC from an accredited program or trade school, or Plumbers Journeyman license from the State of Colorado
- Five (5) years experience in facilities maintenance or construction with mechanical or plumbing systems
- Ability to read and interpret contract specifications and blueprints
- Basic proficiency with PC office applications including databases, spreadsheets, project management
- Valid Colorado drivers license with good driving record
- Ability to communicate effectively verbally and in writing

**QUALIFICATIONS**

- Master Plumber's license
- Experience with contract administration and inspection

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director, Project Management

**WORKING CONDITIONS**

Time is split between construction sites and an office environment; including climbing ladders, bending, visual inspection and traversing rough terrain.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate physical activity, and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp

JOB TITLE

JOB DESCRIPTION

and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS  
Nonexempt

Quality Assurance Evalulator - Electrical

**SUMMARY OF FUNCTIONS**

This position is the "eyes and ears" for the project managers, doing the routine contract surveillance on assigned construction and equipment installation contracts. Projects may include: construction of new schools, major repairs and renovations; and installation of technology systems. This is a unsettled position with a duration of about 60 months.

**ESSENTIAL JOB FUNCTIONS**

- Performs routine construction and contract execution surveillance on assigned contracts using site visits, meetings and reviews of records and documents
- Performs initial technical review of contract submittals and provides recommendation to the appropriate project manager
- During routine site visits, observes conditions and practices for compliance with the safety requirements and the contractor's safety plan
- Observes construction practices for compliance with the contract requirements, and reports noted concerns and discrepancies to the appropriate project manager
- Reviews contractor's daily activity report for completeness and accuracy
- Performs initial review of contract's request for payment and provides recommendation to the project manager of concerns, accuracy, acceptability and progress
- Performs initial review of contractors' submittal of 'as built' or record set drawings for accuracy and makes recommendation for acceptance to the project manager
- Supports other QAEs and project managers upon request in the areas of electrical systems, alarms, security systems

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Electrician Journeyman's license from the State of Colorado
- Five (5) years experience in facilities maintenance or construction with electrical systems
- Ability to read and interpret contract specifications and blueprints
- Basic proficiency with PC office applications including databases, spreadsheets, project management
- Valid Colorado drivers license with good driving record
- Able to communicate effectively verbally and in writing

**QUALIFICATIONS**

- Master Electrician license
- Experience with contract administration and inspection

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director, Project Management

**WORKING CONDITIONS**

Time is split between construction sites and an office environment; including climbing ladders, bending, visual inspection and traversing rough terrain.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate physical activity, and is performed in offices and at other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter

**JOB TITLE****JOB DESCRIPTION**

keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS  
Nonexempt

Receptionist

**SUMMARY OF FUNCTION**

Performs office functions to assist Department in its objectives.

**ESSENTIAL JOB FUNCTIONS**

- Answers phones, assists callers in obtaining services requested, transfers calls and takes messages
- Greets visitors to office, directing them to appropriate persons and/or services
- Assists staff in processing department records and fulfills requests of other departments/schools, etc.
- Assists staff by inputting various types of data into computer system
- Prepares reports and performs other tasks using standard office equipment

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Ability to operate keyboard devices at a rapid rate
- Ability to perform general office clerical work quickly and efficiently
- Ability to use standard database, spreadsheet and word-processing software effectively
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- High School diploma or equivalent

**ORGANIZATIONAL RELATIONSHIPS**

Reports to administrator as assigned.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS  
Nonexempt

JOB TITLE

JOB DESCRIPTION

Receptionist

SUMMARY OF FUNCTION

Receives visitors, answers calls and questions and assists with information as needed.

ESSENTIAL JOB FUNCTIONS

- Greet visitors and direct them to the appropriate department
- Announce those arriving for meetings/appointments
- Answer the phone, transfer calls, take messages and respond to questions when possible
- Schedule meetings in the appropriate conference rooms
- Monitor delivery personnel entering the elevator of the administrative building by using video monitor and key remote system

OTHER DUTIES

- Perform related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Ability to operate keyboard devices at moderate speed
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High school diploma or equivalent

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

Records and Archival Resources  
Manager

### **SUMMARY OF FUNCTION**

This position supports the Deputy Superintendent of Personnel Support Services all aspects of the District-wide Records Management Program and Historical Archives. This position also supports schools with the interpretation of court orders, designated subpoenas, as well as record keeping, processing, and safeguarding guidelines.

### **ESSENTIAL JOB FUNCTIONS**

- Serves as the Custodian of Records for the District
- Responsible for information requests from the public
- Ensures the District's compliance with State and Federal statutes, State Archives Regulations, Family Educational Rights and Privacy Act, Colorado Open Records Act, and Freedom of Information Act
- Responsible for the management and operation of the District's Records Management Program and supervises two to three employees
- Receives and processes Formal External Information Requests, Subpoenas, and Discovery Notices
- Works in collaboration with appropriate administrators and ensures legal compliance with disclosure of information
- Prepares long-range strategic goals and necessary resource projections for the Records Management Center
- Develops periodic and otherwise requested reports to administration on the program
- Prepares fiscal budget and has financial planning responsibility for the Records Management Center
- Evaluates and recommends solutions to document management and imaging applications/problems
- Facilitates committees and act as a resource for the Administration and schools

### **OTHER DUTIES**

- Performs: related duties as required

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstration of effective oral and written communication skills. Self-motivation and-ability to work independently.
- Ability to supervise effectively and coordinate the resources available for an effective program
- Maintenance of professional status through membership in professional organization, and specialized courses
- Thorough knowledge of records management.
- Demonstrated knowledge of State and Federal Statutes; mandates, and Regulations in regards to the release of District or student information

### **QUALIFICATIONS**

- Bachelor's degree or equivalent experience and training in the area of Document Management
- Three years experience managing a document management program
- Three year experience working with Board of Education 'Policies

### **ORGANIZATIONAL RELATIONSHIPS**

- Reports to the Chief of Personnel Support Services
- Works closely with all Administrators
- Supervises the staff of the Record Management Center

### **WORKING CONDITIONS**

The work is performed in a typical office environment.

JOB TITLE

JOB DESCRIPTION

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

JOB TITLE

JOB DESCRIPTION

Recreational Assistant (21st Century Grant)

SUMMARY OF FUNCTION

Assists after school teachers and staff to meet needs of children with academics, behavior modifications, and any physical/emotional conditions. Leads recreational activities with small groups of students to promote positive social skills, teamwork, and health related themes.

ESSENTIAL JOB FUNCTIONS

- Maintain effective classroom management, modeling appropriate behaviors and problem solving skills
- Lead person in planning and executing recreational activities (including teambuilding and health)
- Maintain monthly learning themes
- Attend orientation and training sessions and monthly BTSB staff meetings
- Maintain consistent contact with co-directors and positive relationships with all school staff
- Request supplies as needed for the classroom and alert supervisor of needs
- Submit lesson plans to site coordinator on a weekly basis
- Maintain positive relationships with all school staff and administration
- Assist with homework and other academic areas
- Relate to teachers any student successes and concerns
- Attend training sessions for staff development
- Report all significant behavior concerns to site coordinator
- Document with a daily log student concerns and successes

OTHER DUTIES

- Other duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices operation of standard office appliances, including desktop computers, typewriters and copy machines
- Knowledge of classroom routine and general school procedures
- Ability to work effectively with all children
- Ability to operate keyboard devices at moderate speed
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High school diploma or equivalent, college courses preferred
- Prior experience working with elementary aged children (3-5 years) in a recreational setting
- Teambuilding experience

ORGANIZATIONAL RELATIONSHIPS

Reports to site coordinator

WORKING CONDITIONS

The work is performed in school classrooms, gymnasiums, or outdoors.

PHYSICAL DEMANDS

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day, lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stooping, kneeling, crouching, overhead reaching and fine motor activity, frequently sitting, standing, walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant, seeing, hearing, and talking.

JOB TITLE

JOB DESCRIPTION

Regional Data Coach

SUMMARY OF FUNCTION

The primary function of the Regional Data Coach is to work with the appropriate Area Superintendent, Area Instructional Coach, and others to provide data retrieval, data analysis (specifically assessment data analysis and interpretation), and training using a collaborative model around data-driven dialogue. These efforts will be accomplished through direct service, professional development, coaching, and support pertaining to assessment literacy needed to improve student learning and achievement. The focus is on supporting area networks, building leadership, and instructional staff in critical decision making based on results, which allows for appropriate educational planning to meet the learning needs of all students in a data-rich environment.

ESSENTIAL JOB FUNCTIONS

- Plans for and provides coaching services for building leaders and classroom teachers in their region around data retrieval, data analysis, and assessment
  - ? Customizes data and assessment solutions for school sites, modeling and coaching teachers in educational planning and data analysis aligned to the Strategic Plan
  - ? Provides support on using formative assessments, utilizing vendor resources, that are aligned to the school improvement and instructional goals
  - ? Leads engaging professional development workshops related to the appropriate use of data tools
- Ability to coach teams in using data-driven dialogues
- ? Collaborates with various district stakeholders to collect and analyze data
- Assists with state assessments as required

OTHER DUTIES

- Other duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Understanding of standards-based assessment strategies and the appropriate use of assessments and data
  - ? Understanding of assessment practices and protocols that can be used to drive instructional practices
  - ? A wide range of technology skills around data retrieval and analysis, including a solid background in the use of Excel
  - ? Knowledge, competence and skills in using a data system to analyze school and classroom results
- Strong facilitation and organizational skills

QUALIFICATIONS

- 3 years successful teaching experience Current Colorado teaching (and/or principal) license
- Strong instructional and technology skills
- Assessment literacy, data retrieval, and analysis knowledge
- Service oriented

ORGANIZATIONAL RELATIONSHIPS

Reports to Reports to the Director of Metrics and Accountability

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to

**JOB TITLE****JOB DESCRIPTION**

20 pounds; climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

FLSA Exempt

**WORK YEAR**

207 Days

Regional Data Facilitator

**SUMMARY OF FUNCTION**

The primary function of the Regional Data Facilitator is to oversee the work of Data Coaches while also maintaining the Data Coach work requirements of their assigned schools including working with the appropriate Area Superintendent, Area Instructional Coach, and others to provide data retrieval, data analysis (specifically assessment data analysis and interpretation), and training using a collaborative model around data-driven dialogue. These efforts will be accomplished through direct service, professional development, coaching, and support pertaining to assessment literacy needed to improve student learning and achievement. The focus is on supporting area networks, building leadership, and instructional staff in critical decision making based on results, which allows for appropriate educational planning to meet the learning needs of all students in a data-rich environment.

**ESSENTIAL JOB FUNCTIONS**

- Plans weekly Regional Data Coach alignment meetings
- Facilitates Regional Data Coach collaboration with Academic and Instructional Coaches district-wide to ensure Data Coach work is aligned to instructional focus
- Observes, models, and provides feedback to Regional Data Coaches
- Evaluates Regional Data Coaches
- Facilitates the data as a service process to include critical data sets and protocols for system-wide implementation
- Plans for and provides coaching services for building leaders and classroom teachers in their region around data retrieval, data analysis, and assessment
- ? Customizes data and assessment solutions for school sites, modeling and coaching teachers in educational planning and data analysis aligned to the Strategic Plan
- ? Provides support on using formative assessments, utilizing vendor resources, that are aligned to the school improvement and instructional goals
- ? Leads engaging professional development workshops related to the appropriate use of data tools
- Ability to coach teams in using data-driven dialogues
- ? Collaborates with various district stakeholders to collect and analyze data
- Assists with state assessments as required

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Strength in adult learning theory
- Ability to lead school and district leaders in assessment and data literacy
- Understanding of standards-based assessment strategies and the appropriate use of assessments and data
- Strong leadership skills to lead the work of teams, committees, and work groups
- ? Understanding of assessment practices and protocols that can be used to drive instructional practices
- ? A wide range of technology skills around data retrieval and analysis, including a solid background in the use of Excel
- ? Knowledge, competence and skills in using a data system to analyze school and classroom results
- Strong facilitation and organizational skills

**QUALIFICATIONS**

- 3 years successful teaching experience Current Colorado teaching (and/or principal) license

JOB TITLE

JOB DESCRIPTION

- 2-years experience as a Data or Instructional coach
- Strong instructional and technology skills
- Assessment literacy, data retrieval, and analysis knowledge
- Service oriented

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Metrics and Accountability

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

FLSA Exempt

**WORK YEAR**

207 Days

P09B recommended

Regional Data TOSA

**SUMMARY OF FUNCTION**

The primary function of the Regional Data TOSA is to work with the appropriate Area Instructional Coach, and others to provide data retrieval, data analysis (specifically assessment data analysis and interpretation), and training using a collaborative model around data-driven dialogue. These efforts will be accomplished through direct service, professional development, coaching, and support pertaining to assessment literacy needed to improve student learning and achievement. The focus is on supporting area networks, building leadership, and instructional staff in critical decision making based on results, which allows for appropriate educational planning to meet the learning needs of all students in a data-rich environment.

**ESSENTIAL JOB FUNCTIONS**

- Plans for and provides coaching services for building leaders and classroom teachers in their region around data retrieval, data analysis, and assessment
- Customizes data and assessment solutions for school sites, modeling and coaching teachers in educational planning and data analysis aligned to School USIPs
- Provides support on using formative assessments, utilizing vendor resources, that are aligned to the school improvement and instructional goals
- Co-develops and leads engaging professional development workshops with Data Coaches related to the appropriate use of data tools
- Ability to coach teams in using data-driven dialogue
- Collaborates with data coach team, supervisor, and school personnel to collect and analyze data
- Assists with state assessments as required

**OTHER DUTIES**

- Other duties as assigned KNOWLEDGE, SKILLS & ABILITIES
- Understanding of standards-based assessment strategies and the appropriate use of assessments and data
- Understanding of assessment practices and protocols that can be used to drive instructional practices
- A wide range of technology skills around data retrieval and analysis, including a solid background in the use of Excel
- Knowledge, competence and skills in using a data system to analyze school and classroom results
- Strong facilitation and organizational skills

**QUALIFICATIONS**

- 3 years successful teaching experience Current Colorado teaching (and/or principal) license
- Strong instructional and technology skills
- Assessment literacy, data retrieval, and analysis knowledge
- Service oriented

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Metrics and Accountability

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

FLSA Exempt

**WORK YEAR**

187 Days

Rental Community Education Specialist

**SUMMARY OF FUNCTION**

The Rental Specialist works under the supervisory direction of the Manager of Facility Rentals. This person is responsible for out of district rental contracts between School District 11 and the community member or employee.

**ESSENTIAL JOB FUNCTIONS**

- Under the broad direction of the Manager, represents the District as the rental specialist complying with district policy. Individual will work mostly independently in the day-to-day exercise of duties
- This position works closely with the public, principals, building and office staff of assigned schools in order to provide support to accomplish the needs of the district including bringing in revenue over expenses and bringing non-District 11 families into our schools
- This position will negotiate and manage conflicts that arise between the community renter and District 11 personnel
- Establishes efficient and effective processes and systems to meet deadlines and timeframes of rental events, community education classes and marketing
- This position is responsible for the hiring and training of employees for each rental activity to include but not limited to, auditorium manager, security, custodians, site supervisors, lifeguards and instructors
- This position must maintain a database of all contracts, track payments of contracts and salary payments to those hired
- This position must communicate with others using email, web site, telephone, fax, memo or letter

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of District 11 policy relating to in district and out of district rentals, community education classes and hiring personnel
- Ability to work under stress
- Ability to work independently in the function of arranging rentals and the design of community education classes
- Ability to perform sound analysis and take, or recommend, appropriate actions regarding contract conflicts
- Ability to use standard word processing software effectively
- Ability to cooperate with others
- Ability to communicate effectively both in written and oral forms
- Proven ability to interact in a positive manner with people of all ages
- Proven ability to organize and successfully bring to completion several projects at one time
- Proven ability to think creatively and solve problems in innovative ways

**QUALIFICATIONS**

- Bachelor Degree preferred;
- 5 years' experience planning and overseeing diverse community classes and activities
- 5 years' experience working with community

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Manager of Facility Rentals

**WORKING CONDITIONS**

This work is primarily performed in a typical office environment with periods of time at school sites or other District 11 buildings. On-site work is required to discuss issues for rentals and classes with site personnel.

**PHYSICAL DEMANDS**

**JOB TITLE****JOB DESCRIPTION**

The work is mostly sedentary with periods of light physical activity, and is performed in offices and other work sites. Typical positions require workers to walk or stand for long periods; lift and carry up to twenty pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer and typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

182 Days

JOB TITLE

JOB DESCRIPTION

Resource Conservation Program  
Coordinator

SUMMARY OF FUNCTIONS

Responsible for planning and routine operation of the district's resource conservation program.

ESSENTIAL JOB FUNCTIONS

- Coordinates with the energy manager of the district and the consultants to the district in the execution of all essential job functions
- Develops and modifies site action plans in conjunction with the energy manager, building managers, and principals
- Oversees monthly updates to the utility accounting program for quality and timeliness, including rate changes and error cost recovery
- Oversees installation and maintenance of interval data points as well as the daily collection and analysis of data
- Tracks the results of the resource conservation management program and prepares monthly performance reports
- Reports on the progress of the resource conservation management program to all levels of staff and district leadership
- Conducts daily random compliance inspections at all sites
- Prepares and oversees site shutdown procedures for the Thanksgiving, winter, spring, summer breaks and 3 day weekends which includes scheduling of HVAC systems through the districts computerized building automated system
- Manage districts computerized energy management system
- Updates D11 energy web site information
- Updates the Districts Sustainability Design Guidelines
- Comply with all State and Federal energy codes, regulations and laws
- Collaboratively works with students, staff and community to foster natural resource conservation practices to meet the Districts Energy Policy and goals
- Work closely with city utilities business account manager
- Assist with developing and maintaining the annual utilities budget
- Assist in writing the Annual Energy Report
- Assists in facilitating the Energy Advisory Committee meetings
- Energy related research as required

OTHER DUTIES

Performs related work as required

KNOWLEDGES, ABILITIES AND SKILLS

Ability to communicate orally and in writing effectively  
Ability to motivate others during a time of change  
Ability to work cooperatively with others  
Basic knowledge of facility management and operations  
Basic knowledge of energy use and engineering principles  
Skilled in using computers, Microsoft Office (primarily Excel, Access, Word and Outlook) and specialized energy software

QUALIFICATIONS

Degree in engineering preferred or equivalent combination of education/experience  
Minimum of three years' experience in HVAC temperature controls and Energy/Conservation Management  
Completion of the AEE "Energy Management" course within six months of employment.  
Valid Colorado driver's license with good driving record

ORGANIZATIONAL RELATIONSHIPS

Reports to and assists the District's Energy Manager

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

Office setting at a computer and extensive walking and climbing during school site visits

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

Resource Operations Facilitator

**SUMMARY OF FUNCTION**

The Resource Operations Facilitator is highly organized and experienced in overseeing the efficient allocation, access, and management of digital and physical instructional resources in support of District 11 departments and schools. The Facilitator is responsible for the leading the day to day district-wide operations and management of digital and physical instructional resources. They are responsible for planning, coordinating, and optimizing allocation and access of resources to ensure the seamless functioning of departments and schools. They are involved in managing all processes for digital resources such as software review, student data privacy compliance, and digital subscriptions. They are involved in managing all processes of physical resources such as technology equipment, instructional and library materials. The Facilitator serves as backup systems administrator and district wide tech support for resource systems.

**ESSENTIAL JOB FUNCTIONS****Resource Allocation and Planning**

- Leads the execution, maintenance, implementation and cross-functional alignment of resource workflow
- Develop and execute resource allocation strategies that encompass digital and physical resources, aligning them with specific needs and goals of departments and schools

**Inventory Management**

- Maintain accurate inventory of physical resources such as equipment, textbooks and other instructional materials ensuring they are readily available
- Direct and provide training.
- Coordinate additional department onboarded into inventory system

**Digital Resource Licensing**

- Manage licenses and subscriptions for digital resource contracts, renewals and ensure compliance with agreements.
- Collaborates with departments, including Academics and Procurement for the purposes of textbook purchase/vendor services, and for systematically getting new materials into schools

**Resource Utilization and Analysis**

- Monitor and analyze resource utilization data to identify opportunities for optimization.
- Collaborates with department head to forecast resource requirements.
- Report data and analysis for digital and physical materials
- Manage purchase, use, and loss data reporting
- Co-teach library collection development skills based on data analysis

**Vendor Relations**

- Build and maintain positive relationships with vendors
- Collaborates with Technology division departments to troubleshoot and take corrective action with vendors

**Resource Accessibility**

- Ensure that resources, digital and physical, are readily accessible to staff and students when needed for education and operational purposes
- Directs department staff operations in cataloging physical materials using industry standards
- Serves as the primary systems administrator for the Follett Destiny Management Systems

- Proficient in providing supports and resolving issues via various channels: in-person, online, chats/messaging and calls

**Training and Support**

- Trains and supports on access and use of digital and physical resources
- Assists with organization and facilitation of all school library and technology

monthly meetings and professional learning, including specific yearlong learning for newest year staff.

- Create and implement professional development opportunities
- Communicate regularly with school-based library technology staff and district-level staff
- Attend and participate in district level meetings and committees
- Skilled at communicating and collaborating with functional leads of resources
- Ability to work with functional leads to develop comprehensive integrated trainings and support

#### Compliance and Security

- Ensure compliance with relevant education federal, state and local law include all student data privacy protocol, and other relevant regulations.
- Direct department staff operations in student data privacy and software review
- Provide relevant review, input, and updates to library technology policies in support of national and location trends

#### Team Leadership

- Co-hiring manager for department ESP staff including evaluations
- Attend and participate in district level meetings and committees
- Communicates often with school library technology staff

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- 

#### OTHER DUTIES

- Other duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrated competence in library management, automation, and classification and cataloging.
- Ability to foster and manage change.
- Demonstrated skill in organizational, human relations, oral and written communication skills.
- Ability to work cooperatively with others, individually or in teams.
- Ability to keep abreast of developments in the field.
- Ability to understand and function effectively in a school district environment.
- Knowledge of D11 policies and procedures in job related areas.

#### QUALIFICATIONS

- Master's Degree in Library Science (MLS) degree or other related degree
- Five years' experience in library media.
- Experience in library management/automation preferred.
- Experience in classification/cataloging preferred.

#### ORGANIZATIONAL RELATIONSHIPS

- Reports to and is evaluated by the Director of Instructional Technology Library Services
- Supervises department ESP staff

#### WORKING CONDITIONS

The work is performed in a typical office environment.

#### PHYSICAL DEMANDS

The work is mostly sedentary, with periods of physical activity requiring walking, standing, lifting and carrying up to 50 pounds. Require workers to bend, reach, hold, grasp and turn objects; use fingers to operate computer keyboard, identify colors; and feel the shape, size and temperature of objects. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS

Exempt

WORK YEAR

260 Days

Restorative Justice Coordinator

**SUMMARY OF FUNCTION**

The primary purpose of this position is to sustainably implement restorative justice practices at the secondary school level. This position will be assigned to one high school and will be responsible for all restorative justice activities within that building as well as two or more feeder middle schools. Restorative Justice Coordinators will be trained as facilitators and trainers by the Pikes Peak Restorative Justice Council, and will be responsible for training school staff members and students while implementing new policies and practices that relate to restorative justice. This position will report to the Director of Discipline and JAG Project Director. The position will be sunsetted after three years.

**ESSENTIAL JOB FUNCTIONS****Site Coordinator**

- Attends district and school trainings by the Pikes Peak Restorative Justice Council
- Facilitates and provides trainings for school staff, students, and community members as needed to integrate restorative justice into the school culture
- Manages day-to-day operational aspects (providing restorative justice training, counseling and services) at the designated school site
- Coordinates restorative justice activities with principal and school-day staff
- Trains school staff, students, and others as needed in restorative justice practices
- Frequently communicates with stakeholders to include students, parents, school staff, district staff, community members, and partners/contracted entities
- Integrates stakeholder feedback into project activities.
- Prepares and distributes print-based informational materials (including brochures, flyers, articles/ads) for school and district newsletters, as well as local, regional, and national media outlets
- Assists with project communications both internally and externally
- Works collaboratively with the Discipline office and other school sites to implement grant evaluation and research components Collects, disseminates, and reports site-level data
- Ensures that the grant remains in compliance with state rules and regulations as well as district policy

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Familiarity with restorative justice and school discipline policies and procedures
- Uses data to inform decisions
- Effectively leads and facilitates a team.
- Experience training and facilitating one-on-one and in small groups
- Ability to resolve and/or escalate issues in a timely fashion.
- Motivates project team to work together in the most efficient manner

**QUALIFICATIONS**

- Bachelor's Degree
- Appropriate State certification

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Discipline

**WORKING CONDITIONS**

The work is performed in a typical classroom environment.

**JOB TITLE****JOB DESCRIPTION****PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites.

**FLSA STATUS**

Exempt

**WORK YEAR**

185 Days

Restorative Practices Specialist

**SUMMARY OF FUNCTION**

The primary purpose of this position is to sustainably implement restorative justice practices across District 11 schools. This position will be responsible for restorative justice implementation, training, and fidelity of practices utilized within our elementary, middle, and high schools. The Restorative Justice Specialist will be trained as facilitator and trainer of trainers in order to align practices with policies as they relate to restorative justice, behavioral interventions and discipline practices. Duties are diversified and complex, and cross several areas regarding student conduct. Work will require this person to coordinate with district departments, county agencies, and community partners. Additionally, this work will require a strong understanding of District policies and procedures and governing statutes. This position will report to the Facilitator of Student Support and Engagement.

**ESSENTIAL JOB FUNCTIONS**

- Develop and carry-out a district-wide implementation, communication, and sustainability plan for Restorative Practices across all District 11 schools
- Implement district-delivered professional learning to include central, school-based, and community training on Restorative Practices
- Provide ongoing, technical support and consultation for principals, teachers, and school personnel on Restorative Practices
- Conduct informational presentations for district departments, schools, families and community partners related to Restorative Practices
- Assist school and central administrative teams in enhancing intervention frameworks that integrate Restorative Practices into school climate and culture as well as discipline practices
- Facilitate relationships with outside agencies and internal departments to coordinate and support Restorative Practice efforts and include them in conferences as needed
- Develop in collaboration, school and district policies and practices related to Restorative Practice
- Assist in ensuring stakeholders are engaged in the creation and execution of the Restorative Practices implementation plan to include at minimum the Offices of Student Support and Engagement, MTSS, Curriculum and Instruction, Educational Data and Support Services, as well as, School-Level Leadership, Principals, and Community Partners
- Complete documentation and reporting as required by the Colorado Department of Education
- Facilitate data and information sharing with relevant agencies

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Familiarity with designing and facilitating Restorative Circles and Restorative Conferences in an educational setting
- Strong foundation in racial justice and equity framework for restorative practices
- Requires strong oral communication, strong writing, interpersonal skills, phone etiquette, computer and office software proficiency; and general office equipment at time of hire
- Have the ability to interact well with schools, district leadership, families, students and outside agencies
- Use of independent judgment, strategic planning, and global thinking to assist in providing program direction

JOB TITLE

JOB DESCRIPTION

- Effectively uses data to inform decisions and determine practical courses of action
- Effectively leads and facilitates teams
- Experience training and facilitating one-on-one and in small groups
- Ability to resolve and/or escalate issues in a timely fashion
- Motivates project team to work together in the most efficient manner

QUALIFICATIONS

- Master's degree in social work, mental health, counseling, psychology, education, or juvenile justice related fields preferred

- Appropriate State certifications and licenses

ORGANIZATIONAL RELATIONSHIPS

- Reports to Facilitator of Student Support and Engagement

WORKING CONDITIONS

- The work is performed in an educational environment

PHYSICAL DEMANDS

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites.

FLSA STATUS

Exempt

WORK YEAR

185 Days

Risk Management Wellness  
Coordinator

**SUMMARY OF FUNCTIONS**

Advises and consults with the Director of Risk Related Activities and department staff and District staff on matters involving liability, safety, workers' compensation and employee health and wellness programs. Provides technical advice to District leadership on liability matters.

**ESSENTIAL FUNCTIONS**

- Initiates, evaluates, investigates and concludes general/professional liability activities as directed.
- Identifies fraudulent or suspicious claims and initiates an appropriate response.
- Coordinates, approves, recommends and manages the use of appropriate legal defense and investigative services.
- Determines litigation strategy regarding general liability and auto liability claims.
- Provides advice to appropriate staff and schedules and attends dispositions and litigation reviews.
- Evaluates new federal and state legislation affecting District 11. This includes education law, insurance law and federal and state statutes in general.
- Advises and consults with the District Safety Manager regarding staff and student safety practices and concerns.
- Advises and consults with the District Employee Benefits manager regarding staff wellness programs. Serves as tech support to staff for employee wellness program.
- Coordinates and facilitates meetings as needed with appropriate District staff and/or third parties.
- Reviews and evaluates District policies to insure compliance with current law and best practices
- Evaluates staff working conditions for safety and proper ergonomic configuration.

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• **OTHER DUTIES**

- Performs related work as required

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• **KNOWLEDGE, ABILITIES AND SKILLS**

- In- depth knowledge of Risk Management best practices.
- Ability to investigate insurance claims, establish facts and make sound recommendations.
- In depth knowledge of health and wellness best practices.
- Ability to communicate effectively.
- Ability to work cooperatively with others.

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• **QUALIFICATIONS**

- Bachelor's degree or equivalent in business administration or related field.
- 10 years' experience in claims adjusting and investigation involving general liability, auto liability, bodily injury claims, professional liability/errors omissions claims and lawsuits.
- Valid Colorado driver's license.

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• **ORGANIZATIONAL RELATIONSHIIPS**

- Reports to and is evaluated by the Director of Risk Related Activities

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• **WORKING CONDITIONS**

- The work is primarily performed in a typical office environment with periods at worksites and accident scenes.

JOB TITLE

JOB DESCRIPTION

- 
- **PHYSICAL DEMANDS**
- The work is partly sedentary with periods of light to moderate physical activity and is performed in offices, at other work sites and accident scenes. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.
- 
- **FSLA STATUS**
- Exempt
- 
- **WORK YEAR**
- 260 Days

## JOB TITLE

## JOB DESCRIPTION

Risk Manager

## SUMMARY OF FUNCTION

Responsible for administration of the Risk Management Office for District 11, and the supervision of claims personnel under the self-insured Worker's Compensation Program; the General and Professional Liability Program; and the Property, Vehicle and other insured programs within Risk Management. Responsible for the management of all insurance coverage and related policies, procedures and budgets for District 11. Additionally, serves and provides assistance and backup to the Director of Risk Related Activities in areas of Employee Benefits and the overall management of the Risk Related Activities Fund Office.

## ESSENTIAL JOB FUNCTIONS

- Provides leadership and support to the Risk Related Activities Department as required and when the Director of Risk Related Activities is absent
- Initiates activities to accomplish goals and operations using discretion, confidentiality and good judgment in order to assist and support the mission of the District, the Risk Related Activities Fund and the Risk Management Office
- Supervises the elimination, reduction or effective management of incidents or injuries to students, employees, volunteers or others, and any damage to their property or the property of the District
- Supervises the claim management, investigating and claim adjusting of the self-insured Worker's Compensation Program
- Supervises the claim management, investigating and claim adjusting of the General and Professional Liability Program including review of legal issues and third party lawsuits
- Supervises the claim management, investigating and claim adjusting of the Property, Vehicle and other insurance related Programs
- Prepares periodic reports for Management and the Board of Education on the current and expected results and financial impact of claim activity for each Program
- Initiates, develops, effectuates and updates risk management, safety and claim processing policies and procedures
- Administers the placement of insurance coverage for the District along with renewals
- Controls the payment of premiums and monitors the service provided by agents, brokers, insurers and insurance pools
- Develops, creates, submits, manages and monitors a comprehensive annual Risk Management and Safety budget
- Assesses charges to other departments as appropriate for funding of risk management revenues
- Provides written guidelines, presentations and training to assist administrators, educators and other staff to create a safety and risk aware culture throughout the District
- Reviews, revises as necessary, and approves all legal insurance documents and other contracts with insurance related language or requirements
- Represents the District as liaison with risk management, insurance, government and professional organizations
- Develops and maintains the Risk Related Activities web page

## OTHER DUTIES

- Completes special projects as requested by Administration
- Performs related duties as required

## QUALIFICATIONS

- Bachelor's degree in business administration or related field
- Ten years of progressively responsible experience administering risk management, and/or other insurance related programs in a large organization
- Extensive supervisory experience

JOB TITLE

JOB DESCRIPTION

- ARM, CPCU, MBA or other equivalent certification preferred
- A valid Colorado Driver's License
- Must participate in Post-offer Pre-placement interview

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of insurance, worker's compensation programs and laws
- Proven ability to supervise professional, technical and support staff
- Contract language experience
- Experience using business computer programs such as Excel, Word and other Microsoft products
- Excellent writing skills
- Problem solving aptitude and experience
- Analysis and quality assurance skills
- Ability to lead the work of teams, committees and work groups
- Proven ability to communicate effectively

ORGANIZATIONAL RELATIONSHIPS

- Reports to the Risk Related Activities Director
- Supervise department staff

WORKING CONDITIONS

The work is primarily performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. May require employee to walk or stand for some period; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

WORK YEAR

260 days

Roofing Crew Leader

**SUMMARY OF FUNCTION**

Supervises and performs roofing construction and maintenance work. Performs roof analysis to determine approximate budget costs for roof projects. Participates in contractor selection process and formulation of contracts. Coordinates roofing activities with roofing contractors to schedule work. Oversees work done by outside contractors to ensure all specifications are met. Reports to construction supervisor and assistant director, structural, on progress of all construction work.

**ESSENTIAL JOB FUNCTIONS**

- Responds by vehicle to emergency calls
- Determines nature of problem and performs needed repairs
- Supervises other journeymen that are assigned to support roofing jobs
- Reads blueprints to determine job layout
- Assesses work needed and schedules maintenance assignments for roofing crews in cooperation with school personnel
- Orders and maintains an inventory of materials
- Cooperates with other trades as a team member
- Conducts performance appraisals to determine need for outside contractors
- Reviews contracts
- Conducts on-site inspections of roofing contractor's work to ensure specifications are met
- Consults with design professionals to develop roofing projects
- Coordinates with insurance organizations to determine storm damages
- Inspects roofs to determine priorities on emergency and need basis for roof projects
- Designs layout and installs sheet metal and gutters
- Performs carpentry tasks

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the roofing trade
- Ability to plan and supervise the work of skilled roofers and assistants
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High School diploma or equivalent
- Possess Journeyman license
- Six years experience beyond journeyman with some supervision
- Colorado driver license with a good driving record (yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Construction Shop Supervisor.

**WORKING CONDITIONS**

The work is performed at various outside job sites. Works in all weather conditions.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of

**JOB TITLE**

**JOB DESCRIPTION**

items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**  
Nonexempt

**Roofing Journeyman**

**SUMMARY OF FUNCTION**

Maintains, repairs and replaces roofs for all buildings in the District.

**ESSENTIAL JOB FUNCTIONS**

- Prepares and maintains truck and equipment or use
- Loads materials including asphalt, felt, plastic cement, membrane, etc.
- Responds to emergency calls
- Determines nature of problem and performs needed repairs
- Prepares and cleans roof for repair by spudding the area or chipping gravel from roof surface
- Starts the kettle
- Repairs damage using appropriate methods and materials
- Cleans up work site and removes trash
- Cooperates with other trades as a team member
- Performs apprentice carpentry tasks as assigned

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of the roofing trade
- Ability to make roofing repairs
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High School diploma or equivalent
- Completion of apprenticeship in the roofing trade
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Roofing Crew Leader.

**WORKING CONDITIONS**

The work is performed on job sites.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**  
Nonexempt

Roving Kitchen Manager

Directs and oversees the preparation and service of food in a secondary (non-production kitchen) school as a “substitute” or “rover” when needed. Responsible for all food service activity at their assigned school, to include but not be limited to providing breakfast, lunch, a la carte and catering points of service. Supervises all of the food and nutrition employees on their staff. Direct liaison with students, administrators, faculty and staff at their school. Responsible for attending all mandatory meetings and training events. Coordinates with another member of the department’s administrative team, Sous Chef, or Production Center Kitchen Manager for daily assignments.

#### **ESSENTIAL JOB FUNCTIONS**

- Travels to any Elementary or Secondary District 11 school as required and assumes Kitchen Manager responsibilities, maintaining school and department service and quality standards with the least disruption to daily routine as possible.
- When not required to perform Kitchen Manager duties in a school, this position will work in a District 11 Production Center as a Kitchen Assistant.
- Demonstrates positive customer service attitude at all times
- Directs, oversees and assists in food preparation according to the menu, recipes and product specifications
- Directs, oversees and assists with all aspects of customer service
- Assigns duties to assistants and supervises student helpers
- Directs, oversees and assists with kitchen, storage areas, service areas and dining room clean up
- Ensures proper cleaning and sterilization of utensils, equipment and facilities
- Supervises the maintenance of kitchen utilities and facilities
- Directs staff in proper care for and use of equipment
- Secures facilities at the end of the day
- Trains, supervises and directs all staff assistants and student helpers
- Emphasis on quality of food, exemplary customer service, safe food handling & storage procedures, employee safety & safe work habits, proper sanitation and cleaning procedures, appropriate appearance (dress, jewelry & hygiene), and all other duties as may be assigned to the staff
- Completes employee performance reviews (probationary & annual)
- Forecasts number of meals served on a per-item, per-meal, per day basis
- Orders food and supplies as needed from the Production Center and approved vendors
- Orders based on meal forecasts and supplies on hand
- Maintains accurate production records for food prepped & served
- Responsible for financial performance through achievement of targeted cost controls, to include food cost, labor hours/cost & other supply costs
- Maintains accurate inventory and inventory controls
- Collects monies and other payments for meals served
- Responsible for accurate and secure proper cash handling procedures, including recording daily cash sales, prepayments, deposit of cash receipts, and security of change fund and petty cash as is assigned to their school
- Monitors and maintains accurate records for meals served by category (i.e. free, reduced, full pay students and adults, a la carte sales)
- Completes computer applications required for all aspects of meal service
- Completes and submits accurate related forms and paperwork to meet establish deadlines through either the computer or hardcopy
- Coordinates and assists with special functions/events as needed which may include food preparation, set-up and service, and clean-up
- Actively participates in all Operations meetings/training events and communicated information obtained to all staff members
- On-site liaison with students, school administrators, faculty, staff and visitors

#### **OTHER DUTIES**

JOB TITLE

JOB DESCRIPTION

Performs related duties as may be assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

Knows and practices positive customer service skills  
Proven leadership skills& ability to work cooperatively with others  
Ability to communicate effectively  
Ability to handle cash and complete transactions and reports accurately  
Ability to use computer and computer applications as well as Microsoft Office Software  
Knowledge of food and menu planning  
Knowledge of volume food preparation methods, procedures and techniques  
Good working knowledge of safe food handling skills  
Proper knowledge in use and care of kitchen equipment  
Effective planning, organizational and coordinating skills  
Ability to plan independently and schedule work to meet deadlines  
Effective problem solving and decision making skills  
Ability to train and motivate others  
Ability to travel to any District 11 school in a timely manner when requested to meet the needs of the department.

**QUALIFICATIONS**

High School diploma or equivalent  
Five years' experience in food service to include some management and supervisory experience  
ServSafe Certification required within eighty-nine (89) calendar days of hire

**ORGANIZATIONAL RELATIONSHIPS**

Reports to a Production Center Manager and Area Supervisor or Sous Chef.  
Supervises all personnel assigned to and/or working in kitchen& service areas.

**WORKING CONDITIONS**

Exposure to kitchen equipment and utensils  
Working near hot ovens in areas that may not be air conditioned

**PHYSICAL DEMANDS**

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

RtI Specialist

**SUMMARY OF FUNCTION**

The RtI specialist works to ensure implementation integrity (fidelity) of evidence-based practices and development of local implementation capacity. The RtI specialist provides support on implementation of evidence-based practices at the District/School Leadership Team levels. This specialist works under the supervision of the Assistant Superintendent of Instruction and Curriculum. Goals of coaching are:

- Implementation of evidence based practices occurs, following training.
- Job-embedded skills related to the process are developed within the district/school.
- Integrity (fidelity) of the practice is monitored; coach feedback informs action toward implementation integrity.
- Feedback is provided to the selection and training processes.

**ESSENTIAL JOB FUNCTIONS**

- Demonstrate effective interpersonal communication skills that build trust and relationships among all stakeholders to support implementation and use of RtI/PBIS and the problem-solving process with fidelity
- Communicate monthly, in person or via technology, with the leadership team and/or coordinator at the district and school levels
- Use multiple types of and sources of data to accurately inform problem-solving efforts at either the organizational or student levels
- Encourage skillful use of data to inform decision making
- Celebrate progress toward goals with district and schools
- Communicate monthly with the principal, when working in the school, to ensure that implementation activities are coordinated
- Collaborate with all Facilitators (especially core content areas, GT, ELL, and Special Education personnel in ICSS)
- Collaborate with the District's K-5 Teaching and Learning Coaches and Elementary Content TOSAs
- Collaborate with the RtI lead at the elementary level
- Support the development of the USIPs and the UDIP and support the realization of goals in those plans
- Provide Professional Development (workshops and job-embedded coaching) to District personnel regarding the three-tiered model of service delivery, problem-solving processes, evidence-based instructional practices in academic content areas in positive behavior management
- Facilitate team-based collaborative problem-solving processes
- Support school leadership teams and build staff capacity in sustaining RtI independently and effectively
- Provide technical assistance
- Assess the impact of coaching activities and supports on student and staff performance

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Experience-base in district-level or school-level RtI
- Leadership/facilitation at the secondary level (grades 6-12)
- Proven track record as a successful collaborator
- Familiarity with Colorado's Multi-Tiered System of Supports/RtI approach
- Successful experience as an instructional coach
- Successful background/experience as a professional developer

**QUALIFICATIONS**

- Master's degree in education and experience in the implementation of evidence based practices

JOB TITLE

JOB DESCRIPTION

- Expertise in state and local assessment systems, including but not limited to data analysis, report interpretation, and use of data in implementing evidence based practices
- Effective skills in facilitation and communication (oral and written)
- Ability to work with representative leadership teams
- Familiarity with state and federal accountability standards
- At least five (5) years' experience in public and/or private school or a related field.
- Experience-base in district-level or school-level RtI leadership/facilitation at the secondary level (grades 6-12)

ORGANIZATIONAL RELATIONSHIPS

- Reports to Assistant Superintendent of Instruction and Curriculum

WORKING CONDITIONS

- The work is performed in a school classroom (environment)

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

S.W.A.P. Coordinator

**SUMMARY OF FUNCTION**

Manages recruiting, marketing, developing, overseeing and implementing the School to Work Alliance Partnership and program services for 16-25 year young adults who have barriers to employment.

**ESSENTIAL JOB FUNCTIONS**

- Recruit clients and conducts marketing and outreach to students, parents, schools and community
- Identify and provide services leading to employment to SWAP Participants including out of school youth
- Obtain records and evaluations to assist Department of Vocational Rehabilitation (DVR) in determining eligibility, provides vocational assessment to determine goals and service needs, and individual employment planning
- Work with Transition Coordinator, Special Educators and VR Counselors to coordinate services for young adults qualifying for the program
- Assist DVR counselor in gathering information to complete the Analysis of Eligibility, Determination of Severity of Disability, and Employment Outcome and Service Needs
- Deliver SWAP services as identified under IPE and IPE Amendments such as: Situation Assessments, Work Experiences, Job Shadowing, Job Site Evaluation, Personal Adjustment Training, Work Adjustment Training, Job Coaching, Job Seeking Skills, Job Placement
- Provide Monthly Progress Reports and Billing Statements to DVR and complete other administrative duties as necessary
- Provide case management to coordinate access to other community services and agencies
- Maintain regular contact with employers and DVR Counselor
- Provide follow-up services for one year after a youth's successful employment
- Provide supervision and direction to SWAP Specialist when applicable

**QUALIFICATIONS**

- BA/BS in Human Services, Education or related field
- Experience with job development
- Skill in public relations and communication
- Vehicle and a valid driver's license

**OTHER DUTIES**

- Performs related work as required

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Special Education

**WORKING CONDITIONS**

Work is performed in an office environment and outside in the community.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

SCCM Administrator

**SUMMARY OF FUNCTION:**

Plans, develops, oversees, and implements operational support of Microsoft Systems Center Configuration Manager (SCCM) Infrastructure. Maintain all aspects of the Microsoft Systems Center Configuration Manager (SCCM) Infrastructure, administrator console, software/hardware inventory, software distribution, operator consoles and monitoring and alerting.

Responsibilities include designing, testing and implementing upgrades and enhancements to existing environment. The person in this position will be responsible for managing SQL databases; installing/configuring Windows Server operating systems on and Microsoft SQL databases; and generating SQL queries to extract data from the inventory database. Responsible for planning, installation, operation, testing, and day-to-day troubleshooting, for Macintosh/PC network based computer technology. Including Intranet site communication for networked computer technology, hardware, and software for all remote sites within District #11.

**ESSENTIAL JOB FUNCTIONS:**

- Maintain and modify SCCM application and Database
- Develop and integrate software delivery through SCCM
- Develop and integrate Operating system deployments through SCCM
- Efficiently test and insure integrity of system design and integration
- Perform database backups to insure integrity and performance
- Perform system analysis and perform corrective actions as needed
- Assist user and staff as needed.
- Performs software installations and upgrades for database and software systems and installs related products as applicable
- Isolates, identifies and troubleshoots actual and potential system performance issues and takes corrective action as needed
- Designs, monitors, and implements data replication between systems and takes corrective action as needed
- Creates and implements policies related to System access and use for administrative systems
- Develop and write scripts to optimize and enhance systems performance
- Participate in training users and staff as needed
- Write documentation as need for instructional and informative collaboration between staff and colleagues
- Work with other department, staff and users to identify, simplify all types of IT processes
- Consults with users to create hardware, software, and system specifications, using systems analysis techniques and procedures. To ensure a District wide standardized and supportable operating structure. Work includes planning and implementing pilot projects.
- Creates, tests and/or modifies computer systems and/or programs, includes products in beta, as prescribed by user and/or system design specifications. This work will also include proper documentation of process and procedures used.
- Test, create and/or modify computer programs to function on standardized District Operating System.
- Plan, install, maintain and troubleshoot various network and dual platform Macintosh/PC systems including operating systems, software, file servers, and associated network LAN/WAN devices.
- Install, maintain and troubleshoot network inter-connection in coordination with other IT personnel.
- Consult with district staff in the installation/implementation and integration of network Macintosh/PC software and hardware.
- Develop and implement in-service training activities for users and staff.

- Provide technical and in-service assistance for inter/intra network communications including voice, data and video.
- Work cooperatively with other departments and schools to improve operation and efficiency of network and Macintosh/PC systems.
- Maintains logs, records, and files related to repair and productivity.
- Keep informed of and disseminate information on developments and changes in the technology field.
- Respond to Support Center, help desk, for support or identified problems.
- Substitute for Support Center, help desk, personnel absentees.

**OTHER DUTIES:**

Performs related work as required.

**K**

**KKNOWLEDGES, ABILITIES AND SKILLS**

- SCCM 2012 deployment and infrastructure knowledge including troubleshooting, design, and implementation experience
- Desktop imaging using MDT 2012
- SMS Packaging updates
- Deploying updates with Systems Management Server or System Center Configuration Manager
- Reporting with SCCM 2012 or SCCM 2007
- Scripting experience
- Imaging experience should include: SMS OSD feature pack and/or Microsoft MDT
- Knowledge of Sysprep, WinPE, and image deployment methods
- Software Packaging experience
- Deployment experience with SCCM
- Reporting experience should be based on the SCCM database
- Strong understanding of Windows 7 OS
- Knowledge of the principles, concepts, practices and the understanding of a wide variety of WAN/LAN/PC operating systems and protocols including MS-DOS 6.0-7.0, Windows XP, Windows Vista, Windows 7, Windows Server 2003 and higher, Macintosh O/S 9.00 and higher, TCP/IP stack .
- Knowledge of the principles, concepts and practices of networking, configuration, hardware and software as applied to the requirements of the District.
- Ability to plan, install, operate and maintain site technology hardware and software.
- Ability to communicate effectively using strong written, verbal, and electronic communication skills.
- Ability to work cooperatively and coordinate effectively with others that possess both technical and non-technical backgrounds.

**QUALIFICATIONS:**

- B.S. Computer Science or related area, or equivalent experience
- Two years' experience in SCCM management and analysis.
- Two years' experience in SCCM implementation, and management
- Excellent working knowledge of, and experience with, a client server operating environment.
- Excellent working knowledge of, and experience with, large LAN and WAN networking environments
- Minimum three years' experience in dual platform (Mac/PC) network technologies, fileserver setup and operation, LAN/WAN telecommunications, network management and/or related fields with demonstrated knowledge in these areas.

JOB TITLE

JOB DESCRIPTION

- Demonstrated ability to learn new technologies and to seek certification for some.
- Demonstrated knowledge of networking and/or CNNA or MCSE certification preferred.
- Demonstrated competencies in the use of a variety of instructional and business platforms, operating systems, and related technologies.

**ORGANIZATIONAL RELATIONSHIPS:**

Reports to Director of Technical and Support Services.

**WORKING CONDITIONS:**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS:**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

## JOB TITLE

## JOB DESCRIPTION

SCHOOL PRINCIPAL - Palmer High School

## SUMMARY OF FUNCTION

Facilitates programs and instructional practices based on analyses of student achievement data that results in increased academic achievement for all students using a continuous improvement model for Instruction. Oversees staff, school functions and programs, building care, student activities and student discipline. Develops through a collaborative process where appropriate, school procedures to ensure compliance within district, state and federal educational policies and objectives.

## ESSENTIAL JOB FUNCTIONS

- Directs and oversees the operations of the school. Implements appropriate processes to develop policies, functional goals and objectives
- Directs and supervises sub-units and level teams to ensure compliance with overall goals
- Analyzes educational needs of community and related parental concerns
- Develops programs and oversees the implementation of special programs as required
- Utilizes the accountability process and involves and reports to parents as appropriate
- Evaluates and supervises instructional staff in meeting academic needs
- Directs professional staff in aligning curriculum/instruction to support standards
- Oversees, develops and trains teachers and educational staff
- Selects staff and assigns related duties and responsibilities
- Evaluates staff effectiveness and instructional strategies and develops plans for improvement using the continuous improvement process
- Establishes and oversees the management for daily school activities and events
- Administers district attendance policy and oversees due process of student appeals and disciplinary actions
- Attends student activities and events
- Supervises classrooms, hallways, lunchroom and outside campus
- Evaluates and oversees assistant principals and school staff. Sets priorities and establishes programs, projects and policies as needed
- Establishes funding priorities for school expenditures and allocates funds accordingly
- Monitors spending and related budgeting activities that are aligned with the School Improvement Goals
- Represents the district at community functions and local business meetings to promote special programs and analyze program needs
- Develops and maintains community partnerships
- Serves on district leadership/management committees and special project groups as needed
- Prepares and generates related reports and documentation of administrative activities
- Monitors on-site construction/repair projects
- Represents school in planning and development of capital projects
- Manages facility to ensure compliance with applicable health and safety codes
- Ensures that facilities are maintained and/or upgraded to meet safety, cleanliness and instructional standards
- Participates and promotes stakeholder involvement in accountability through activities with Building Advisory Accountability Committee and other school partnerships

## OTHER DUTIES

- Performs related work as required

JOB TITLE

JOB DESCRIPTION

KNOWLEDGE, ABILITIES, AND SKILLS

- Demonstrated ability to provide avenues of success for all students
- Classroom teaching and/or contractual administrative leadership experience, preferably at the level of the posted position
- Demonstrated ability to provide visionary leadership in restructuring initiatives that support increased student achievement via a continuous improvement model
- Knowledge of differentiated instructional strategies and classroom management strategies that support learning for all in a continuous improvement learning environment
- Demonstrated knowledge of the applications of technology in the instructional learning environment for continuous improvement
- Knowledge of subject areas, curriculum and alignment, standards-based education and performance assessments
- Demonstrated ability to provide leadership for staff development and the attainment of District Goals
- Ability to communicate effectively and mediate conflicts with students, staff, parents, and community groups while promoting school goals and building efficacy among all stakeholders
- Ability to analyze school achievement data and guide the accountability process successfully in full partnership with parents, staff and community members to ensure a results driven system

QUALIFICATIONS

- Colorado Initial or Professional School Principal License required (or have ability to attain at time of contract offer)
- Master's degree in education or education-related field
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position)

ORGANIZATIONAL RELATIONSHIPS

The principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

226 Days

START DATE

2011-2012 School Year

SENIOR MULTIMEDIA PRODUCER

**SUMMARY OF FUNCTIONS**

Under the direction of the Media Production Services Manager, the Multimedia Specialist/Video Editor leads the creation and execution of high-quality visual media that aligns with the district's professional standards and vision. This role oversees video production, motion graphics, photography, and Board of Education productions, ensuring consistency and excellence across all visual storytelling efforts.

The Multimedia Specialist/Video Editor provides expert consultation on video production, motion graphics, photography, and digital media strategies, supporting staff and students with a range of visual content, including standalone videos, website and social media content, and live event recordings.

Additionally, this role manages the department's small Unmanned Aircraft System (sUAS), oversees airspace waivers, and maintains proper FAA certification as a remote pilot.

The Multimedia Specialist/Video Editor also plays a key role in adopting and implementing emerging media technologies, including social media video, online media channels, immersive media, and automated camera systems, to enhance engagement and communication across the district.

**ESSENTIAL JOB FUNCTIONS (COMPETENCIES) 1. Media Production & Visual Content Creation**

- Produces video resources to support teaching, learning, marketing, and communication.
- Designs and renders graphics, titles, photos, layouts, illustrations, and animations for various print and visual productions.
- Produces visual presentations that align with the district's professional image and mission based on customer needs.
- Storyboards and writes scripts for video productions.
- Records and edits voice-over audio for promotional, instructional, and informational media.
- Provides closed captioning and descriptive audio for promotional videos and edits.
- Assists with designing and constructing sets for video productions.
- Assists with studio and field television/video production, including lighting, audio, equipment setup, and camera operation.
- Manages Board of Education live meeting production and streaming, providing support utilizing a remote multi-camera system.
- Creates informational billboards for display using the district-approved standardized process and format.
- Assist in graphic design and collateral for print/video/web delivery

**2. Photography & Archival Management**

- Serves as the district photographer for events, portraits, advertisements, aerial photography, and other visual needs.
- Captures and edits photographs for video, print publications, social media, and the district website.
- Sets up photographic equipment for studio and remote shoots, including strobes, background sets, reflectors, and stands.
- Maintains an archival library of district photos.
- Coordinates and schedules photo sessions.

**3. Drone (sUAS) Operations & Compliance**

- Manages FAA regulations for the small Unmanned Aircraft System (sUAS) within the department.
- Operates sUAS (drone) to capture video and photographs for district needs.
- Assists schools and other departments with sUAS standards and usage.

**4. Broadcasting & Live Production**

- Manages the engineering needs, installation, and configuration of professional broadcast equipment.
  - Operates the video automation system to program the district's cable channel.
  - Manages remote audiovisual system setups and breakdowns (PA systems, projectors, screens, etc.).
  - Provides support and training for the district's streaming and video-on-demand systems.
  - Uploads media content to various media distribution platforms (Vimeo, YouTube, Medial, etc.).
- 5. Technology, Equipment Maintenance & Standards**
- Assists in maintaining and troubleshooting studio equipment, cameras, and lights.
  - Helps maintain, repair, and order media production equipment as needed.
  - Assists with computer upgrades and provides equipment recommendations.
  - Helps determine district standards for audiovisual (AV) equipment.
  - Assists with Standard Operating Procedures (SOPs) for the department.
  - Helps maintain the Media Production Services website and video store.
  - Install, operate, and maintain back-end system for district Media Production and school-based video broadcast systems.
  - System Admin (sysadmin) for Live Streaming systems - Wowza transcoding Engine
  - System Admin for District (VOD) Video on Demand system – Medial Media Library
  - System Admin for Dante Domain Manager Server - audio distribution Network
  - System Admin Broadcast video IP network (NDI) for Media Production Department and School-based video programs.
  - Happy Fox support – Contact for support tickets assigned to MPS for Video Production and Audio support, Medial, and Video Streaming Support
  - Hudl video support – Support with technical issues and configuration of Athletic Broadcast Systems.
  - Maintain the Digital Asset Management system (DAM) for Media Production and school users.
  - Recommend, purchase, and install equipment upgrades for media production and high school auditorium broadcast systems.
  - Engineer in Charge (EIC) for Studio equipment and large events
  - Maintain and troubleshoot Board of Education Room Audiovisual equipment and Broadcast equipment for Live to Air productions
  - Support, Maintain, and train schools on Auditorium Broadcast systems including PTZ Camera, Video over IP Encoders, and Tricaster production equipment.
  - Production support with Network Broadcast and Streaming standards (RTMP, SRT, SMPTE 2110, Dante, NDI, etc.)
  - Maintain and operate ClearComm – LQ IP over intercom system and designate user licenses
  - Create operational manuals for AV systems and Standard Operating procedures
  - Produce and update technical documentation and configuration for Media Productions departments.
- 6. Training, Consultation & Stakeholder Support**
- Provides consultation and in-service training on media production, including software such as Photoshop and Premiere.
  - Provides training and consulting services to principals, school-based video production/studio staff, teachers, library technology staff, and students.
  - Assists the Media Production Services manager with implementing and monitoring district policies, procedures, and security controls.

- Communicates with stakeholders to ensure a clear understanding of media projects.
  - Listens to customers' concerns, confirms understanding, and provides solutions efficiently.
  - Organizes complex tasks and processes.
  - Presents and Trains video production students with Broadcast Video and Audio equipment. **7. Emerging Media & Innovation**
  - Assists in developing and implementing emerging media, including social media video, online media channels, immersive media, and automated camera systems.
  - Identifies and provides opportunities for graphic/media/video/television production services to enhance learning in a technology-rich environment. **8. Collaboration & Community Engagement**
  - Collaborates with district staff and community members to enhance awareness of the district's initiatives and promote continuous improvement in student achievement.
  - Works toward providing quality programming for the district's website and social media platforms.
  - Collaborates with personnel from other school districts, academic institutions, libraries, and television stations to facilitate media production, instruction, and education.
  - Collaborates with the Media Production Services staff to resolve technical issues and safety/site concerns.
  - Collaborates with appropriate stakeholders to solve problems effectively. **9. Administrative & Operational Support**
  - Assists the Media Production Services manager in maintaining daily functions of the department.
  - Maintains and updates work order files.
  - Assists in project record management, equipment tracking, and hardware/software troubleshooting.
  - Manages repairs and supports Media production equipment and warranties.
  - Participates in professional development activities related to graphics, media, television, video, and technology.
  - Represent D11 in the Southern Colorado Educational Television Consortium and help support Xfinity channel 881
  - Assist with managing and training department Apprentice
- OTHER DUTIES**  
Performs all other duties/work as assigned.

#### **KNOWLEDGES, ABILITIES AND SKILLS**

In-depth knowledge of AV systems, including video teleconference, audio systems, control systems, video systems.  
Demonstrated knowledge, competence and skills in methods, techniques and materials used in graphic production.  
Demonstrated knowledge, competence in various graphical related software including but not limited to PowerPoint, Photoshop, Premier, Pro Presenter, and After Effects.  
Demonstrated knowledge, competence in using photographic equipment and related editing software to produce formal photographs of District 11 staff members and Board of Education Directors.  
Demonstrated knowledge, competence and skills in the development of television/web video production.  
Demonstrated competence to lift and carry camera/video equipment on location shooting, including loads up to 50 pounds on a daily/weekly basis.  
Ability to operate keyboard devices at moderate speed with a high accuracy rate.  
Ability to foster and manage change.

JOB TITLE

JOB DESCRIPTION

Ability to use video cameras, computers, VCRs, video projectors, scanners, e-mail, fax and copy machines and other related television/video/technology equipment.  
Ability to drive production van(s).  
Demonstrated abilities in organizational, human relations, oral, visual, and written communications skills.  
Ability to work cooperatively with others and as a team member.  
Ability to work a flexible schedule that may include extra hours mornings, nights, or weekends if necessary.  
Collaborates with appropriate stakeholders to solve problems effectively.  
Listens to customers' concerns, confirms understanding of the concerns and provides solutions clearly and efficiently so that both parties have a mutual understanding of the work to be done. Organizes complex tasks and processes

**QUALIFICATIONS**

- Four year degree in graphic arts, computer graphics or related field.
- Valid Colorado Driver's License.
- Safe driving record.
- FAA Part 107 Commercial sUAS Pilot Certification
  - 2 years Television/video and/or technology experience preferred.
- Demonstrated technical competencies in video and computer hardware preferred.
- Must be able to drive a 16' Television Remote Truck. (CDL not required)

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Media Production Services manager and is evaluated by the Media Production Services manager.

**WORKING CONDITIONS**

Work is performed in a graphics/television/video production studio or in a variety of field locations. Some early mornings and late evenings are considered a part of normal working conditions and hours.

**PHYSICAL DEMANDS**

The work is a combination of sedentary and active with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs or ladders; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects, recognize colors and odors, and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt (P07)

**WORK YEAR**

260 days

SMS DevOps Specialist

## SUMMARY OF FUNCTION

The SMS DevOps Specialist plans, analyzes, designs, develops, tests, launches, and maintains first-class information systems that are part of D11's School Management System (SMS) ecosystem. The SMS DevOps Specialist is responsible for the development, maintenance, training, and support of the PowerSchool Special Programs (PSSP) application. This application supports mandated programs that serve SpEd, 504, Gifted & Talented, MTSS, READ Act, and other special populations. Primary duties include developing and updating highly customized web-based document templates used to identify and monitor students in special populations, maintaining application security, creating/publishing key reports (including state mandated SpEd and READ Act reports), ensuring accurate data integration with the PowerSchool Student Information System (SIS), assisting customers with technical issues, proactively providing training and other supports, and communicating effectively with end users. The SMS DevOps Specialist supports other PowerSchool SMS applications, including routine technical support for the Student Information System (SIS), other SMS applications, and key instructional applications, as directed by the Director of Application Development and Support. The ideal candidate must have strong character, passion for excellence, and a relentless commitment to supporting students, families, and staff.

## ESSENTIAL JOB FUNCTIONS

- Uses DevOps best-practices to create, test, enhance, and maintain complex, interactive web-based (HTML5-compliant) student supports.
- Effectively uses advanced HTML scripting, JavaScript, and PSSP internal controls and workflows to deliver products that comply with regulatory/policy requirements and meet end user needs.
- Reviews and analyzes the effectiveness and efficiency of existing systems and develops strategies for improving and/or further leveraging these systems, including risk assessments.
- Manages permissions and security in the PSSP application.
- Creates, modifies, and maintains key state and local reports in PSSP, including SpEd, Medicaid, and READ Act reports, along with custom reports for end users.
- Monitors and ensures the accuracy of PSSP data across SMS applications and safeguards the security, confidentiality, and integrity of student data.
- Monitors and escalates, as needed, integration issues with PSSP and the SIS to District technical staff and/or PowerSchool support.
- Works closely with the SMS Program Manager to ensure PSSP functionality is fully integrated across the SMS suite and provides training/supports consistent with SMS usage and adoption.
- Works closely with the Student Information Systems Manager to perform critical SIS technical tasks.
- Plans, leads, and sustains appropriate training and supports across departments and divisions to ensure consistent, seamless support for D11 staff.
- Responds promptly to customers to ensure superior customer service via in-person, online sessions, chats/messaging apps, and call-ins.
- Isolates, reproduces, and records software defects and enhancements with follow-up tracking, verification of resolution, and monitoring/reporting to ensure continuous improvement.
- Supports and maintains effective relationships with end users.
- Performs other duties as assigned.

## KNOWLEDGE, ABILITIES, AND SKILLS

- Adept at gathering end user requirements and applying software

development best practices.

- Proven experience in the successful implementation and maintenance of software solutions.
- Experience in executing Agile methodologies
- Knowledge of student information systems, security, and application integration concepts.
- Demonstrated expertise in creating modern, interactive, user-friendly web content using HTML5, DHTML, JavaScript, and CSS.
- Familiarity with SQL and ability to troubleshoot SQL queries.
- Adept at troubleshooting, analyzing, and diagnosing issues to determine root causes, with effective, creative problem-solving follow-up.
- Skilled at interacting in a non-scripted support environment in a variety of channels (i.e., in-person, online, chats/messages, phone calls).
- Strong attention-to-detail with the ability to focus and follow-through to completion.
- Effective team member along with the ability to perform independently.
- Superb communicator dedicated to customer service and quick to respond to customers and district needs.
- Highly organized with well-honed time management skills and a passion to deliver quality results.
- Habitually sets priorities, meets deadlines, and executes tasks in a high-pressure environment.
- Excellent verbal and written communication skills, with experience translating technical concepts into user-friendly documentation.
- Exemplifies the highest levels of trust, personal values, and ethical standards.
- Life-long learner that maintains technical skills, keeping abreast of developments in technology and solutions pertinent to the PSSP functionality.
- *Desired:* Knowledge of Special Education programs, services, and reporting requirements; familiarity with other programs that serve students in special populations (e.g., MTSS, ELL).

#### QUALIFICATIONS

- Bachelor's Degree or higher from an accredited institution.
- At least two years of experience using HTML and JavaScript to create modern, dynamic, interactive, visually appealing, responsive web content.
- Experience in K-12 or higher education with emphasis in Information Systems.
- Willingness and ability to work (on occasion and as directed) during hours when schools are not in session (e.g., late afternoon and evening).
- Skilled with Microsoft Office applications (e.g., Word, Excel, PowerPoint, SharePoint, Teams).

#### ORGANIZATIONAL RELATIONSHIPS

Reports to the SMS Program Manager

#### PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for extended periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

#### FLSA STATUS

Exempt

#### WORK YEAR

260 Days

JOB TITLE

JOB DESCRIPTION

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SMS Program Manager

**SUMMARY OF FUNCTION**

The SMS Program Manager is responsible for planning, coordinating, and evaluating training and providing issue resolution and other supports for the School Management System (SMS). The SMS is a comprehensive, complex set of integrated PowerSchool applications that support schools, staff, teachers, students, and families. Albeit a changing ecosystem, at this time, the SMS consists of the following:

1. Student Information System – sits at the core of the SMS and provides key functionality such as enrollment, scheduling, grading, health, attendance, behavior/discipline, etc.
2. Schoology – the District’s learning management system, key to delivering instructional materials and supports.
3. Special Programs (PSSP) – critical supports for special populations, such as SpEd, Gifted and Talented, and MTSS processes.
4. Performance Matters – robust assessment analytics; standards aligned test creation and delivery; early warning indicator system.
5. Unified Insights – detailed student data analytics and reporting.
6. Enrollment – pre- and re-enrollment functionality along with choice/lottery options for families.
7. Naviance – college and career readiness, ICAP, course planning.
8. Parent/Student Portals – many of the modules above have either or both student and parent portals, which also require district supports.
- 9.
10. Note: PowerSchool also provides other/staff only applications – SmartFind Express, Perform, and Professional Learning – but these are not in the scope of duties for the SMS Program Manager.
- 11.

Not only is the SMS complex in functionality – essentially intersecting and impacting every key area of student success and wellness – the modules listed above (except for the staff-only applications) also have various levels of integration/overlapping functionality. Additionally, SMS functionality spans multiple departments, even multiple divisions. The extensive, overlapping, and integrated functionality along with segregation of functional leads across the district adds immensely to the complexity of the SMS, and thus, the complexity of supporting the SMS. The primary duties of the SMS Support Manger are to ensure that the training, support, and adoption of the SMS align with the district’s strategic visions and goals. The ideal candidate must have knowledge of the district’s strategic initiatives and each module’s functionality/integration capabilities and be able to collaborate across departments to support and sustain adoption of the entire SMS. The ideal candidate must have strong character, passion for excellence, and a relentless commitment to student achievement.

**ESSENTIAL JOB FUNCTIONS**

- Plans, leads, and sustains SMS training and support efforts across departments and divisions to ensure consistent, seamless support for all end users, including staff, teachers, students, and families.
- Working knowledge of each SMS application, including module-specific

functionality and integration capabilities.

- Incessant in understanding existing and future functionality; insightful in evaluating both opportunities and risks involved in rolling out functionality.
- Skilled at communicating and collaborating with functional leads, who have deep knowledge of each application, in the departments/offices responsible for each module.
- Ability to work with functional leads to develop comprehensive, integrated trainings and supports.
- Ability to coordinate training and support efforts for individual modules and for integrated use of modules with overlapping functionality (e.g., SIS and Schoology, Schoology, and Performance Matters).
- Proficient at creating initial training and follow-up training materials and curricula for end users at the district level and within schools.
- Understanding of student/parent portals and ability to create/coordinate supports for students and families.
- Proficient in training, providing supports, and resolving issues via various channels: in-person, online sessions, chats/messaging apps, and call-ins.
- Adept at answering questions, diagnosing issues, and resolving problems, with the goal of enabling staff to serve students and families in real time.
- Provides efficient Tier 1 and Tier 2 support and issue resolution for all modules of the SMS for all users.
- Skilled at triaging support cases and directing to the appropriate functional leads, technical staff, and/or vendor for issue resolution.
- Working with technical staff, able to evaluate enhancement requests and direct to the appropriate functional leads, technical staff, and/or vendor for implementation.
- Monitors integration issues with all SMS applications, especially those related to the SIS, and escalates as needed to District technical staff and/or PowerSchool support.
- Collaborates with the departments of Applications Development and Support, Instructional Technology and Library Resources, Technical Services, Special Education, Curriculum and Instruction, Student Success and Wellness, and Education Insights to evaluate, test, and roll out new systems and processes (and possibly, new SMS applications).
- Works closely with the support staff in key departments (listed above) to ensure SMS functionality is working as expected and integrated across the SMS suite.
- Responds promptly to customers, both internal and external, to ensure superior customer service.
- Supports and maintains effective relationships with end users.
- Isolates, reproduces, and documents software defects and enhancements with follow up tracking and verification of fixes.
- Provides case status updates to management and end users.
- Alerts management to emerging trends in incidents, problems, or issues, and tracks trends in support metrics to ensure continuous improvement.
- Works with PowerSchool staff as needed to resolve issues, implement new features, and add D11's "voice" to the vendor roadmap.

•

• **OTHER DUTIES**

- Other duties as assigned.

•

• **KNOWLEDGE, ABILITIES AND SKILLS**

- Exemplifies the highest levels of confidence, personal values, and ethical standards.
- Life-long learner that maintains technical skills, keeping abreast of developments in technology and instructional solutions, particularly the

JOB TITLE

JOB DESCRIPTION

- PowerSchool SMS's current and future application opportunities.
- Superb communicator dedicated to connecting with and serving school staffs and teachers.
  - Effective team member along with the ability to perform independently.
  - Highly organized and detail oriented with a passion to deliver quality results.
  - Knowledge of student information systems, application security, and application integration concepts.
  - Familiar with needs, supports, and reporting involving special populations (e.g., SpEd, GT).
  - Excellent verbal and written communication skills, with experience translating technical concepts into user-friendly documentation.
  - Proficient in the use of online and remote-connecting software and live online chat support tools.
  - Aptitude for problem-solving and troubleshooting.
  - Ability to focus and follow-through to resolve issues quickly and effectively.
  - Strong attention-to-detail and follow-up skills; customer-focused and results-oriented attitude.
  - Excellent verbal and written communication skills, with experience translating technical concepts into user-friendly documentation.
  - Ability to effectively train staff both in-person and via online delivery.
  - Excellent Microsoft Office 365 skills (e.g., Word, Excel).
  - Education & Experience: College degree, teacher certification, or equivalent experience, and a minimum of 4 years working in education (preferably, K12).
  - Customer service experience: Preferred.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director Application Development and Supp.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

SPED EA (Sign Language)

**SUMMARY OF FUNCTION:**

Facilitates access to educational environment, learning, communication and social/emotional development of students who have a Hearing Impairment. Works with classroom teacher and special education staff to enhance learning opportunities by providing equal access to the educational environment.

**ESSENTIAL JOB FUNCTIONS:**

Collaborates with certified staff to assure students who are hearing impaired have equal access to the learning opportunities in the school environment. Provides direct support to students with hearing loss for all or part of the instructional day as determined by the students' Individualized Educational Plan (IEP).

Uses a variety of modalities to facilitate, support, and develop the expressive and receptive communication skills of a student who is hearing impaired. Attends required training to develop the skills necessary to individualize approaches to meet the unique needs of students to whom they are assigned. Provides appropriate accommodations and modifications to assure student is accessing the educational environment.

Promotes independence, self determination, and self-initiation in students. Work under the direction of the special education teacher, classroom teacher and other IEP team members (related services).

**OTHER DUTIES:**

Performs related work as required.

**KNOWLEDGE, ABILITIES AND SKILLS:**

Ability to work cooperatively with a variety of people.

Ability to use and understand sign language.

.Ability to make decisions and manage complex information.

Ability to manage complex behavior challenges and assist in shaping appropriate social behaviors

Open and willing to change based on new data and information.

Ability to be flexible and responsive to the changing needs of the student they serve.

**QUALIFICATIONS:**

Demonstrated knowledge or willingness to develop knowledge of child development, language development, curriculum, teaching and tutoring methods as these skills relate to students who are deaf/hard-of-hearing.

**ORGANIZATIONAL RELATIONSHIPS:**

Reports to Building Principal.

**WORKING CONDITIONS:**

Work is performed in office, classroom, community, and/or other educational settings.

**PHYSICAL DEMANDS:**

Work is mostly walking and standing with periods of sitting. Requires worker to lift and carry up to 20 pounds; climb stairs; bend kneel, and crouch; reach, hold grasp and turn objects; use fingers to operate computer keyboard, and form manual sign. The work requires the ability to speak normally, to use normal or aided vision and hearing

**FLSA STATUS:**

Non exempt

**WORK YEAR:**

185 days

SPED Facilitator - Post Secondary

**SUMMARY OF FUNCTION**

Assists in planning, coordinating and evaluating the administration of the Special Education Transition Program for the District. Works with the Transition Liaison in each High School to assure expectations for post-secondary outcomes are being addressed. Oversees special education programs for transition services and other designated areas. Provides professional support to special education staff and related service staff in all areas related to post-secondary outcomes. Provides day-to-day operational support to all special education staff who are assigned to Tesla Professional Development Center. Directs and supervises the work of all staff in the Transition Program.

**ESSENTIAL JOB FUNCTIONS**

- Support student achievement goals in the Strategic Plan with a focus on ensuring high academic performance by all students with an emphasis on post school outcomes.
- Work with the Special Education Budget Manager to manage the budgets for the Transition Program
- Assist special education administrators by overseeing the implementation of designated programs related to post-secondary outcomes.
- Coordinate and communicate program directions to staff and directs implementation strategy
- Monitor compliance with special education laws, procedures and requirements
- Provide professional support to special education staff
- Counsel staff on methods and program directives
- Evaluate designated special education staff
- Recommend methods for improvement
- Make recommendations regarding appropriate action as needed
- Monitor and evaluate special education programs for the post-secondary area
- Analyze program effectiveness, adjust program directives to fit area characteristics as needed
- Recommend appropriate program changes for the district
- Plan, coordinate and communicate staff development strategies and activities for staff
- Analyze needs, schedules seminars, and coordinates with other areas as needed
- Performs related work and other duties as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of educational pedagogy as applied to special education
- Knowledge of Special Education post-secondary requirements, including Indicator 13 and Indicator 14
- Ability to plan and develop special education programs for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to work independently while maintaining high professional standards
- Ability to organize work load and prioritize assigned tasks

**QUALIFICATIONS**

- Principal/Administrator license required
- Master or Doctoral degree in Special Education or appropriate area
- Minimum 3 years extensive successful experience in leading programs and serving students identified for special education services.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Special Education

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites for supervisory reasons.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

SPED Mental Health Services Provider

SUMMARY OF FUNCTION:

A Special Education Mental Health Service Provider will provide quality services and expertise on issues ranging from program design to intervention with individual students within the scope of their professional training and licensure. Staff members who fill this position will primarily participate in the evaluation of students for special education eligibility and the development and implementation of IEP service plans to support the social/emotional growth of students. In addition to providing IEP/Special Education services, Special Education Mental Health Service Provider will link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Displays personal qualities which are appropriate for a professional – such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism. This position can also support the implementation of PBIS and other school wide interventions to promote positive student outcomes and can track data to monitor progress of RtI/PBIS/MTSS interventions.

ESSENTIAL JOB FUNCTIONS

- Delivers Special Education Services including, Functional Behavior Assessments, Behavior Intervention Plans, counseling services and participation in IEP process. Ensures compliance with Special Education laws in the area of social/emotional issues.
- 
- Counsels/teaches students individually and in groups. Assists with social, emotional and behavioral problems. Uses a variety of techniques to achieve improvement.
- 
- Coordinates school, home and community services toward solutions of students' problems through the use of RtI/PBIS/MTSS. Maintains liaison between school, family and community agencies and assists in better use of services available to students, families and school.
- 
- Consults with administrators, teachers, support staff, other colleagues and parents. Assists in developing positive behavior interventions. Suggests strategies for managing conflict and providing behavior supports.
- 
- Provides crisis intervention services regarding child abuse, suicide/threat assessments and family emergencies.
- 
- Gathers, integrates and interprets information relative to student behavior related to learning.
- 
- May serve as the school based Positive Behavior Intervention Support (PBIS) coordinator. Coordination of PBIS to include teaching school-wide social skills, behavioral expectations, observation of students, reinforcement systems, data collection/analysis and behavioral interventions in all three tiers. Schedules meetings, completes follow up and collaborates with Team members.
- 
- May serve as coordinator and/or participant on the RtI/PBIS/MTSS problem solving team to help identify high risk students. Develops evidence-based prevention/intervention strategies to address social/emotional and behavioral issues. Collaborates with RtI/PBIS/MTSS Team members through the Problem Solving Process.
-

- May meet on a regular basis for clinical supervision/case management review.
- 
- Performs related record keeping including Medicaid and in-service training.
- OTHER DUTIES
- 
- Performs other duties as assigned.
- 
- KNOWLEDGES, ABILITIES AND SKILLS
- 
- Knowledge of Special Education regulations and process as applied to the needs of the students.
- 
- Knowledge of RtI/PBIS/MTSS, including Problem Solving Team Process, progress monitoring and data analysis.
- 
- Knowledge of child and adolescent social/emotional development.
- 
- Knowledge of general organization and functions of a public school system.
- 
- Ability to communicate effectively and resolve conflict with students, parents, and community groups.
- 
- Good organization and communication skills.
- 
- Demonstrates accomplishments in keeping professionally current.
- 
- Knowledge of data collection and the ability to interpret data
- 
- Knowledge of research supported interventions related to academic, social and behavioral concerns.
- 
- Ability to be flexible in order to meet the unique needs of the assignment
- 
- QUALIFICATIONS
- 
- Preferred: Graduate degree in social work or school psychology; Masters Degree in Counseling may be considered
- Two years of experience in school setting.
- Appropriate Colorado Department of Education licensure.
- 
- ORGANIZATIONAL RELATIONSHIPS
- 
- Reports to Principal and Special Education Executive Director.
- Special Education Mental Health Service Provider who work less than full time in a given school shall meet with the school principal to prioritize job functions.
- 
- WORKING CONDITIONS
- 
- The work is performed in schools.
- 
- PHYSICAL DEMANDS
-

JOB TITLE

JOB DESCRIPTION

• The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

- 
- FLSA STATUS
- 
- Exempt.
-

SPED Teacher - Transition Program

This is an instructional position that provides support to students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. This employee guides the learning process with a focus on post-secondary readiness, including development of job skills, ongoing education/training and accessing community resources to be successful in the adult world. The successful applicant will be able to work with students, staff and families to identify personal goals appropriate for each student's post-secondary outcomes, establish clear objectives to reach desired outcomes, develop activities, experiences, lessons, and projects to help students reach their identified outcomes, and will have the ability to communicate these objectives/outcomes to students in a meaningful manner. The work requires the employee to use a variety of instructional techniques and strategies; utilize appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved; use data to guide instruction; and work as a productive member of a multi-disciplinary team. The employee must display personal qualities which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students - e.g., is consistent, fair, dependable, responsible and respectful. Additionally, the employee must have current knowledge of Special Education policy and procedures and be able to work collaboratively with school staff and community organizations.

#### **ESSENTIAL JOB FUNCTIONS**

- Develops and implements individually tailored plans designed to foster the successful transition from school to the post-secondary world
- Demonstrates knowledge of post-secondary/transition expectations and can develop/implement appropriate learning experiences and activities to assure students can meet these expectations
- Encourages students to set and maintain standards of good work skills and behavior
- Works cooperatively with staff at secondary schools to prepare and plan for students leaving a traditional school setting and entering the post-secondary setting
- Develops partnerships with community organizations and businesses to facilitate services for students
- Provides effective instructional interventions for students as outlined in Individual Education Plans
- Monitors student progress on a regular basis and uses this data to make decisions to assure positive outcomes for students
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- May collaboratively plan and oversee purposeful assignments for the 18-21 Transition Community Support Specialists, educational interpreter(s), and volunteer(s) .
- Develops and implements Individual Education Plans for students as required by District policies and procedures
- Facilitates IEP meetings and completes all required documentation consistent with District expectations
- Follows Federal and State Laws, Board of Education policies and approved District practices regarding special education students

#### **OTHER DUTIES**

Performs related work as required.

**KNOWLEDGES, ABILITIES, AND SKILLS**

- Understands and demonstrates understanding of adult learning/instructional strategies to support meaningful post- secondary outcomes for students
- Integrated technology skills to support the development of employment skill
- Current knowledge of post-secondary outcomes/Indicator 13/Transition programming
- Knowledge of subject areas, curriculum, and standards based education
- Knowledge of Special Education Law, Policies and Procedures
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills.
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements.
- Appropriate State licensure.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Special Education or his/her designee.

**WORKING CONDITIONS**

The work is performed in a school classroom and/or office (environment).

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exemp

## STUDENT SUCCESS FACILITATOR

**SUMMARY OF FUNCTION**

The position of Student Success Facilitator will collaboratively develop, implement, and sustain the district's Multi Tiered Systems of Supports across the K-12 system. This position will work across departments and offices to lead school-based teams in the implementation of MTSS and the use of data to increase student achievement and graduation rates. This position will work collaboratively with school counselors, building leaders, and individualized education facilitators to ensure students are accessing programming and pathways including college, career, military, and technical education.

**ESSENTIAL JOB FUNCTIONS**

- Lead and support school-based teams in use of data to increase student achievement, graduation rates, engagement, and student agency
- Assist in ensuring students are accessing programming and pathways including college, career, military, and technical education
- Lead the planning, implementation, and evaluation of new programs and curriculum and/or the modification of existing programs and curriculum to meet the unique learning needs of students and identify and allocate resources based on programming needs
- Work collaboratively with the Department of Individualized Education and Student Pathways to bridge and align resources to support and carry out their department objectives, as well as, those goals and objectives
- Consult and problem solve with K-12 administration and district level staff on issues concerning academic and behavioral interventions, psychological assessments, social work programming and MTSS practices
- Market and communicate MTSS framework to school, district and community stakeholders
- Maintain and generate new community partnerships that support early warning systems, on track to graduate, and dropout prevention practices in K-12 schools
- Use multiple types of and sources of data to accurately inform problem-solving efforts at either the organizational or the student levels
- Collaborate with all Facilitators to include core content areas, to achieve alignment and outcomes identified in the district's academic master plan
- Plan, coordinate, and provide professional development to District 11 personnel
- Provides supervision and evaluation of staff as requested
- Other duties as assigned

**KNOWLEDGE, SKILLS AND ABILITIES**

- Demonstrate effective interpersonal communication skills that build trust and relationships among all stakeholders to support the implementation and use of MTSS with fidelity
- Ability to motivate and effectively lead teams
- Knowledge of Colorado's Multi-Tiered System of Support (MTSS), CASELs Competencies, Trauma Informed Care practices, and behavioral interventions
- Ability adapt to a changing work environment with a positive attitude and problem-solving approach
- Ability to communicate and collaborate with community agencies, internal groups and committees
- Ability to manage and prioritize budgetary, grant, and title funds to meet the district's strategic plan
- Ability to work effectively on cross-content planning teams and district-wide initiatives

JOB TITLE

JOB DESCRIPTION

**QUALIFICATIONS**

- Master’s Degree in education, school counseling, school psychology, social work or equivalent preferred
- At least five (5) years’ experience in public and/or private school

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Chief of Student Experience and Success

**WORKING CONDITIONS**

- The work is performed in a typical office environment and in schools
- Flexibility in daily work schedule is required
- Some summer training may be required

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 (P09B)

## JOB TITLE

## JOB DESCRIPTION

School Accounting Assistant

## SUMMARY OF FUNCTION

Uses standard accounting procedures to maintain a computerized accounting system for school business. Follows procedures prescribed by city, county and state law; district/school policies and regulations.

## ESSENTIAL JOB FUNCTIONS

- Maintains all school business, activity and budget accounts
- Maintains accounting software and requests upgrades to the system as they become available
- Prepares monthly bank reconciliation and submits to the Fiscal Services Department
- Properly identifies IRS Form 1099 vendors and obtains identification number. Prepares annual 1099 report and submits to the Fiscal Services Department
- Closes out and reconciles cash register on a daily basis. Reconciles all cash received to amounts recorded in accounting system on a regular basis
- Follows proper accounting procedures when processing check requests, i.e., review for proper signature, review supporting documentation, verify goods or services have been received and cancel invoice after payment
- Prepares and/or processes budget transfers and journal entries between accounts in the accounting system
- Prepares school business purchase orders for business manager approval
- Keeps record of purchase orders issued and outstanding
- Keeps record of all sales taxes collected and prepares quarterly sales tax reports for state, county and city sales tax
- Collects student obligations for athletic fees and other fees when assigned
- Facilitates annual school activities, i.e., yearbook distribution, graduation orders (rings, caps, gowns, announcements), collects funds for various school events
- Assists in the preparation of the end of season sports recap report
- Verifies current physicals on all athletes
- Prepares and maintains a database on all students involved in sports
- Keeps inventory of sportswear, school paraphernalia, etc. and record of sales
- Runs and maintains postage meter
- Provides support to teaching staff and students regarding school business inquiries

## OTHER DUTIES

- Performs related work as required

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Knowledge of standard accounting procedures and practices as applied to the requirements of district school accounts
- Ability to reconcile and maintain accounts accurately
- Ability to understand and follow state, county and city procedures regarding tax filings and federal procedures for IRS Form 1099 filings
- Ability to operate keyboard devices at moderate speed; ability to use email
- Ability to communicate effectively
- Ability to work cooperatively with others

## QUALIFICATIONS

- High School diploma or equivalent
- Minimum of three years clerical/secretarial/bookkeeping/account experience
- Knowledge of computers, software programs, database and spreadsheets
- Coursework in office practices/vocational courses
- CPR/First Aid Certification

JOB TITLE

JOB DESCRIPTION

ORGANIZATIONAL RELATIONSHIPS

Reports to Business Manager/Athletic Director.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with frequent periods of walking and standing. Typical positions require workers to lift and carry up to 20 pounds; climb stairs; bend and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

School Accounting Clerk

**SUMMARY OF FUNCTION**

Uses standard accounting procedures to maintain a bookkeeping system for school business and specialized accounts, following procedures prescribed by state law; districts/school practices.

**ESSENTIAL JOB FUNCTIONS**

- Maintains all school business activity and budget accounts
- Counts, records all moneys received for activities issues receipts and disbursements
- Processes transfer fund requests
- Prepares and posts all approved checks and purchase order requests
- Pays all bills as received and maintains school accounts
- Prepares and makes bank deposits
- Performs clerical tasks such as keying correspondence, forms and reports, filing and answering inquiries from staff, students and parents
- Responds to various situations, requests and problems in the absence of the business manager
- Balances activity account records, reconciles with accounting and bank/statements
- Apprises administration and/or sponsors of account status
- Collects fees for athletic and other activities
- Prepares cash boxes for ticket sales
- May order supplies and distribute caps and gowns, rings, etc.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers and copy machines
- Knowledge of standard bookkeeping procedures and practices as applied to the requirements of District school accounts
- Ability to maintain accounts accurately
- Ability to understand and follow state and city procedures regarding tax filings and related matters
- Ability to operate keyboard devices at moderate speed
- Ability to communicate effectively and work cooperatively with others

**QUALIFICATIONS**

- High School diploma or equivalent with coursework in office practices or accounting
- Two years of experience in bookkeeping or accounts maintenance work
- Knowledge of word processing, data base and spreadsheets

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Building Administrator as assigned.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

JOB TITLE

JOB DESCRIPTION

Nonexempt

School Administrative Assistant

**SUMMARY OF FUNCTION**

Performs high level secretarial tasks and administrative assistance to principal/supervisors to ensure the successful operation of programs.

**ESSENTIAL JOB FUNCTIONS**

- Oversees process of and assumes responsibility for timely and accurate completion of office functions
- Coordinates workloads and information with other support staff which may include:
  - overseeing maintenance of office equipment
  - issuing building keys
  - maintaining inventory/ordering office supplies
  - arranging and follow-up with substitutes
  - maintaining accounting records
  - collecting, recording, depositing moneys
  - submitting payroll information
  - assembling, editing word processing
  - posting, distributing newsletters
- Maintains student records. Enrolls/drops students, completes accompanying paperwork
- Processes mail, assists in preparation of reports, maintains staff and building files, answers
- Inquiries from staff, students, parents and all other customers
- Provides first aid
- Monitors student immunization records and updates health folders
- Prepares health related reports and maintains insurance records
- Prepares notification of meetings, agendas and minutes then word processes and distributes as required
- Coordinates collection and processing of forms required by local, state and federal programs
- Administers/monitors medication for students; documents all medicine or treatment administered or monitored.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of office practices and operation of standard office appliances, including desktop computers and copy machines
- Knowledge of secretarial procedures as applied to a school office
- Knowledge of standard accounting procedures and practices as applied to the requirements of district school accounts
- Ability to operate keyboard devices at a moderate speed
- Ability to organize and direct office services for a school office
- Ability to use standard data base, spreadsheet and word processing software effectively
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to train and oversee others in the workplace

**QUALIFICATIONS**

- High School diploma or equivalent with coursework in office practices.
- Minimum three years clerical/secretarial/bookkeeping/account experience and maintenance.
- Knowledge of computers, software programs, database and spreadsheets.
- May include:
  - Coursework in office practices/vocational courses.
  - Red Cross CPR/First Aid Certification

**JOB TITLE**

**JOB DESCRIPTION**

**ORGANIZATIONAL RELATIONSHIPS**  
 Reports to Principal/Designated Administrator

**WORKING CONDITIONS**  
 The work is performed in a typical office environment.

**PHYSICAL DEMANDS**  
 The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**  
 Nonexempt

School Assistant

**SUMMARY OF FUNCTION**  
 Assists students, teachers and administrative staff to help increase student achievement by providing a supportive role for the learning environment.

**ESSENTIAL JOB FUNCTIONS**

- Assists students by directing them to appropriate material or services
- Provides support to students to increase skills in content areas
- Performs maintenance and requests repairs for building equipment
- Provides support to operation of school program by ordering, stocking and maintaining supplies

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Ability to operate keyboard devices at moderate speed
- Ability to perform general office clerical work quickly and efficiently
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- High School diploma or equivalent

**ORGANIZATIONAL RELATIONSHIPS**  
 Reports to designated supervisor.

**WORKING CONDITIONS**  
 The work is performed in a typical office environment.

**PHYSICAL DEMANDS**  
 The work is mostly sedentary with frequent periods of walking and standing. Typical positions require workers to lift and carry up to 20 pounds; climb stairs; bend and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**  
 Nonexempt

JOB TITLE

JOB DESCRIPTION

School Assistant Substitute

SUMMARY OF FUNCTION

Assist students, teachers and administrative staff to help increase student achievement by providing a supportive role for the learning environment.

ESSENTIAL JOB FUNCTIONS

- Assist students by directing them to appropriate material or services
- Provide support to students to increase skills in content area
- Performs maintenance and requests repairs for building equipment

OTHER DUTIES

- Perform related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines and faxes
- Ability to operate keyboard devices at moderate speed
- Ability to perform general office clerical quickly and efficiently
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent
- For all long term positions (10 consecutive days) a copy of your Associates Degree or 48 Semester Hours.
- 2 professional, signed letter of recommendation (must be within the last two years)
- Fingerprints

ORGANIZATIONAL RELATIONSHIPS

- Reports to designated supervisor

OTHER DUTIES

- Perform related duties as assigned

WORKING CONDITIONS

- The work is performed in a typical office environment

PHYSICAL DEMANDS

The work is mostly sedentary with frequent periods of walking and standing. Typical positions require workers to lift and carry up to 20 pounds: climb stairs: bend and crouch: reach, hold grasp and turn objects: and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or added vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

School Counselor

**SUMMARY OF FUNCTION:**

A school counselor will utilize leadership, advocacy, and collaboration to promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and social/emotional development for all students.

**ESSENTIAL JOB FUNCTIONS**

- Contribute to and/or manage the School Counseling Program using the American School Counselor Association (ASCA) National Model.
- Deliver counseling services by means of presentations in the classroom, small groups, and individual sessions.
- Use data to design counseling services which support student achievement. Analyze data results and use results to inform stakeholders/continuously improve programs.
- Counsel students to encourage and support student achievement in all ASCA domains (social/emotional, academic, and career-readiness) and to improve functioning of behavioral and educational areas.
- Counsel students regarding educational issues such as course and program selection, class scheduling, school adjustment, truancy, study habits, and career and college planning.
- Provide short-term solution focused counseling to help students understand and overcome personal, social, or behavioral challenges affecting their educational or vocational situations.
- Create and update accurate and complete student records as required by law, district policies, and administrative regulations.
- Collaborate with parents or guardians, teachers, other counselors and support staff, and administrators to resolve students' behavioral, academic, and other challenges.
- Develop appropriate community partnerships to support student educational success.
- Provide crisis intervention to students.
- Meet with parents and guardians to determine individualized needs, discuss student progress, and provide corresponding resources.
- Observe and evaluate students' performance, behavior, social development, and physical health.

**Additional Job Functions Based on Site Location****High Schools**

- Prepare all students to have a plan of study for high school that is career cluster focused.
- Provide guidance and support student achievement including the exploration of postsecondary options.
- Support staff implementation of Social Emotional Learning curriculum
- Implement the District's Comprehensive Student Support Model.

**Middle Schools**

- Provide counseling services that will support career exploration, identify individual student strengths, and align future coursework with student's passions.
- Support staff implementation of Social Emotional Learning curriculum
- Implement the District's Comprehensive Student Support Model.

**Elementary Schools**

JOB TITLE

JOB DESCRIPTION

- Serve as the primary point of contact for the school-based wraparound service team.
- Provide professional development to staff on social/emotional topics.
- Support staff implementation of Social Emotional Learning curriculum
- Implement the District’s Comprehensive Student Support Model.

**OTHER DUTIES**

- Performs other duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

Knowledge of child and adolescent social/emotional development.  
Knowledge of general organization and functions of a public school system.  
Knowledge of data collection and the ability to interpret data.  
Knowledge of research and evidenced-based interventions related to academic, career social and behavioral concerns.  
Ability to be flexible in order to meet the unique needs of the assignment.  
Ability to work effectively as member of multi-disciplinary team.  
Ability to communicate clearly in both written and oral formats.  
Ability to demonstrate critical thinking and problem solving skills.  
Ability to plan and organize completion of projects.  
Ability to adapt to a changing work environment with a positive attitude and problem solving approach.  
Ability to remain calm in an emergency situation.  
Proficiency with MS Office and other computer software programs.  
Demonstrates respect for children, teenagers, and adults.

**QUALIFICATIONS**

- Graduate degree in school counseling.
- Current Colorado Department of Education Special Service Provider License with SchoolCounselor Endorsement.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal and Director of Counseling Services

**WORKING CONDITIONS**

The work is performed in schools.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 40 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**MENTAL FUNCTIONS**

While performing the duties of this job, the employee is regularly required to analyze, communicate, coordinate, instruct, evaluate, reason, adjust, use interpersonal skills, problem solve, compare, copy, compile, monitor, coordinate and make decisions. The employee is occasionally required to compute, synthesize and negotiate.

**FLSA STATUS**

Exempt

School Counselor- CSST

**SUMMARY OF FUNCTION**

A school counselor will use leadership, advocacy, and collaboration to foster student success, offer preventive services, and address identified student needs through a comprehensive counseling program focused on academic, career, and social/emotional development for all students.

**ESSENTIAL JOB FUNCTIONS**

- Contribute to and/or manage the School Counseling Program using the American School Counselor Association (ASCA) National Model.
- Deliver individual, small group, and classroom-based counseling services to students, addressing their social, emotional, and academic needs.
- Utilize data to design and implement counseling services that enhance student achievement and well-being. Regularly communicate findings and program updates to stakeholders, ensuring continuous program improvement and alignment with student needs.
- Counsel students to encourage and support student achievement in all ASCA domains (social/emotional, academic, and career-readiness) and to improve the functioning of behavioral and educational areas.
- Provide counseling to students on a variety of educational matters, including course and program selection, class scheduling, academic adjustment, truancy prevention, study habits, and career and college planning.
- Offer short-term, solution-focused counseling to assist students in addressing and overcoming personal, social, or behavioral challenges that impact their educational or vocational goals.
- Maintain and update accurate student records in compliance with legal requirements, district policies, and administrative regulations.
- Collaborate with parents, guardians, teachers, fellow counselors, support staff, and administrators to address and resolve students' behavioral, academic, and personal challenges.
- Develop appropriate community partnerships to support student educational success.
- Provide crisis intervention to students.
- Conduct meetings with parents and guardians to assess individual student needs, review academic progress, and provide appropriate resources and support.
- Monitor and assess students' academic performance, behavior, social development, and overall well-being.

**Additional Job Functions Based on Site Location****High Schools**

- Help all students develop a career-cluster focused high school study plan.
- Provide guidance and support to foster student achievement, including exploring postsecondary options.
- Support staff in the implementation of the Social Emotional Learning (SEL) curriculum.
- Implement the District's Comprehensive Student Support Model.
- Counselors will work with individual students to maximize their potential academically and socially.
- Counselors will be proficient in utilizing technology, including online and personalized tutoring programs, to enhance and support student learning.
- Counselors will assist students in collaborative problem-solving activities, personal inquiry projects, leadership development, and wellness activities.
- Counselors will serve as formal mentors for designated students, conducting regular progress check-ins, assisting with goal setting, and acting as the primary point of contact for students' families.
- Counselors may supervise students as they participate in learning expeditions such as: hikes, physical activities, museum visits, historical sites, etc.
- Counselors will assist in tracking student credits, planning graduation events,

and serving as the primary point of contact for higher education representatives.

- Successful candidates will demonstrate a "spirit of innovation" and a willingness to develop and improve systems that support both individual students and the overall success of the school.
- Successful candidates will be eager to collaborate with colleagues and administration to design learning activities, projects, events, and operational tasks within an open and dynamic environment.
- CSST focuses on key areas including cybersecurity, aerospace, entrepreneurship, and ethics.
- Staff will collaborate with industry leaders to provide immersive career-based learning experiences and problem-solving opportunities for students.

More information about this program can be found on the CSST website:

[www.csrockets.org](http://www.csrockets.org)

#### **OTHER DUTIES**

- Performs other duties as assigned.

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of child and adolescent social/emotional development.
- Knowledge of general organization and functions of a public school system.
- Knowledge of data collection and the ability to interpret data.
- Knowledge of research and evidenced-based interventions related to academic, career social and behavioral concerns.
- Ability to be flexible to meet the unique needs of the assignment.
- Ability to work effectively as a member of a multi-disciplinary team. Ability to communicate clearly in both written and oral formats. Ability to demonstrate critical thinking and problem solving skills. Ability to plan and organize completion of projects.
- Ability to adapt to a changing work environment with a positive attitude and a proactive problem-solving approach.
- Ability to remain calm in an emergency.
- Proficiency with MS Office and other computer software programs.
- Demonstrates respect for children, teenagers, and adults.

#### **QUALIFICATIONS**

- Graduate degree in school counseling.
- Current Colorado Department of Education Special Service Provider License with School Counselor Endorsement.

#### **PREFERRED**

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal and Director of Counseling Services

#### **WORKING CONDITIONS**

The work is conducted in school settings.

#### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for extended periods; lift and carry up to 40 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate.

#### **MENTAL FUNCTIONS**

While performing the duties of this job, the employee is regularly required to analyze, communicate, coordinate, instruct, evaluate, reason, adjust, use interpersonal skills, problem-solve, compare, copy, compile, monitor, and make decisions. Occasionally, the employee will be required to compute, synthesize, and negotiate.

#### **FLSA STATUS**

Exempt

#### **WORK YEAR**

187 days

JOB TITLE

JOB DESCRIPTION

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**JOB TITLE****JOB DESCRIPTION**

School Psychologist

A School Psychologist will provide quality services and expertise on issues ranging from program design to intervention with individual students within the scope of their professional training and licensure. Staff members who fill this position will primarily participate in the development and implementation of IEP service plans to support the social/emotional growth of students. In addition to providing IEP/Special Education services, the Psychologist will link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Displays personal qualities which are appropriate for a professional, such as: maintaining professional ethics and confidentiality; openness to learning from others: accepts constructive criticism/feedback. This position can also support the implementation of PBS and other school wide interventions to promote positive student outcomes and can track data to monitor progress of RtI/PBIS interventions. Additionally, a School Psychologist will be responsible for conducting formal assessments in the area of cognitive, social/emotional and adaptive functioning

**ESSENTIAL JOB FUNCTIONS**

- Delivers Special Education Services including, Functional Behavior Assessments, Behavior Intervention Plans, counseling services and participation in IEP process. Ensures compliance with Special Education laws in the area of social/emotional issues.
- Counsels/teaches students individually and in groups. Assists with social, emotional and behavioral problems. Uses a variety of techniques to achieve improvement.
- Coordinates school, home and community services toward solutions of students' problems through the use of RtI and PBIS. Maintains liaison between school, family and community agencies and assists in better use of services available to students, families and school.
- Consults with administrators, teachers, support staff, other colleagues and parents. Assists in developing positive behavior interventions. Suggests strategies for managing conflict and providing behavior supports.
- Provides crisis intervention services regarding child abuse, suicide/threat assessments and family emergencies.
- Gathers, integrates and interprets information relative to student behavior related to learning.
- May serve as the school based Positive Behavior Intervention System (PBIS) coordinator. Coordination of PBS to include teaching school-wide social skills, behavioral expectations, observation of students, reinforcement systems, data collection/analysis and behavioral interventions in all three tiers. Schedules meetings, completes follow up and collaborates with Team members.
- May serve as coordinator and/or participant on the RtI/PBIS problem solving team to help identify high risk students. Develops evidence-based prevention/intervention strategies to address social/emotional and behavioral issues. Collaborates with RtI/PBIS Team members through the Problem Solving Process
- May meet on a regular basis for clinical supervision/case management review
- Performs related record keeping including Medicaid
- Participates in required in-service trainings and meetings

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of Special Education regulations and process as applied to the needs of the students
- Knowledge of RtI/PBIS, including Problem Solving Team Process, progress

JOB TITLE

JOB DESCRIPTION

- monitoring and data analysis
- Knowledge of child and adolescent social/emotional development
  - Knowledge of general organization and functions of a public school system
  - Ability to communicate effectively and resolve conflict with students, parents, and community groups
  - Good organization and communication skills
  - Demonstrates accomplishments in keeping professionally current
  - Knowledge of data collection and the ability to interpret data
  - Knowledge of research supported interventions related to academic, social and behavioral concerns
  - Ability to be flexible in order to meet the unique needs of the assignment

QUALIFICATIONS

- Graduate degree in School Psychology
- Two years of experience in school setting.
- Appropriate State licensure.

ORGANIZATIONAL RELATIONSHIPS

- Reports to Principal and Special Education Executive Director
- Social Workers who work less than full time in a given school shall meet with the school principal to prioritize job functions.

WORKING CONDITIONS

The work is performed in schools.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt.

School Psychologist - Assessment Team

SUMMARY OF FUNCTION:

School Psychologists specializing in psychometry provide psychological evaluations and services to students in order to assist educational staffing teams. They are trained and have expertise in cognitive, achievement, and behavioral assessment, as well as, Federal and State special education regulation, and application of psycho-educational data as it addresses diverse student achievement and social-emotional developmental need.

ESSENTIAL FUNCTIONS:

- Administer psychological, behavioral, educational assessments, as well as, utilize additional assessment procedures in accordance with federal and state regulation, and School District Eleven policies and procedures to address instructional and behavioral needs of students.
- Interpret assessment results, evaluation, and progress monitoring data for staffing teams relative to instructional and behavioral needs of students.
- Consult with staff members in planning special education programs.
- Interpret and consult on community-based and school-based psychological and educational data collected through problem-solving team processes.
- Consult teams during student crisis situations as related to the application of psychological and educational assessment data.
- Collaborate as appropriate with public and private professional agencies regarding individual students as related to the application of federal and state special education regulation and psychological assessment data.
- 
- Other Duties:
- Performs related work as required.

KNOWLEDGE, ABILITIES, AND SKILLS:

- Experiential-based knowledge of assessment and evaluation procedures relative to cognitive, academic, social, and behavioral measures.
- Knowledge of Federal and State special education regulations, as well as, District Eleven policies and process as applied to the needs of students.
- Knowledge of Response to Intervention model, including Student Problem-Solving Team processes, progress monitoring, and data analysis.
- Knowledge of research-supported interventions relative to academic, social and
- behavioral concerns.
- Ability to communicate, consult, apply data, and organize and schedule work in a multi-school assignment with diverse teams both individually and corporately.

ORGANIZATIONAL RELATIONSHIPS:

Reports to Director of Special Education or Special Education Facilitator.

WORKING CONDITIONS:

The work is performed in school settings.

PHYSICAL DEMANDS:

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 30 pounds; bend, kneel and crouch, reach, hold, grasp and turn objects, use fingers to operate computer keyboards; and physically assist with student needs and issues. The work requires the ability to speak normally and to use

JOB TITLE

JOB DESCRIPTION

normal or aided vision and hearing.

FLSA STATUS:

Exempt

School Psychologist - High School

SUMMARY OF FUNCTION:

The School Psychologist will provide quality services and expertise for evaluation planning, formal and informal cognitive, adaptive and social-emotional assessments used to determine special education eligibility. School Psychologist will support team with data interpretation. School Psychologist will assist with the development and implementation of IEP service plans and provide direct and indirect social-emotional services designed to enhance student growth as well as act as a resource for student crisis management. School Psychologist will actively collaborate with parent, building and district staff. Additional support duties may include program design and intervention for individual students and community agency linkage as appropriate. School Psychologist may be assigned to one or more buildings and/or District programs. This person will display personal qualities such as maintain professional ethics, student confidentiality, a growth mindset, open to learning from others and accepting feedback to promote professional growth. All duties will be provided within the scope of staff's professional training and licensure.

ESSENTIAL JOB FUNCTIONS

- Delivers Special Education Services including, formal and informal cognitive, adaptive and social-emotional assessment, Functional Behavior Assessments, Behavior Intervention Plans, social-emotional services and participation in IEP process. Ensures compliance with Special Education laws.
- 
- Provides direct and indirect student services individually and in groups. Assists incidents during student crisis and suggests strategies for managing conflict.
- 
- Develops social-emotional and behavioral interventions designed to increase student growth.
- 
- Supports school, home and community services needed to support student needs. Acts as liaison between school, family and community agencies and assists in fostering knowledge regarding services available to students, families and school.
- 
- Consults with building and district administrators, teachers, support staff, other colleagues and parents.
- 
- Provides crisis intervention services regarding child abuse, suicide/threat assessments and family emergencies.
- 
- Gathers, integrates and interprets data relative to student behavior related to learning.

- OTHER DUTIES

- 
- Performs other duties as assigned.
- 

- KNOWLEDGES, ABILITIES AND SKILLS

- 
- Knowledge of Special Education District regulations, State and Federal law and process as applied to students with special needs.
- 
- Knowledge of BCBA strategies and/or experience with supporting students with Autism is preferred.

JOB TITLE

JOB DESCRIPTION

- 
- Knowledge of child and adolescent social-emotional development.
- 
- Knowledge of general organization and functions of a public school system.
- 
- Ability to communicate effectively and resolve conflict with students, parents, and community groups.
- 
- Good organization and communication skills.
- 
- Demonstrates accomplishments in keeping professionally current.
- 
- Knowledge of data collection and the ability to interpret data
- 
- Knowledge of research supported interventions related to academic, social and behavioral concerns.
- 
- Ability to be flexible in order to meet the unique needs of the assignment
- 
- 
- QUALIFICATIONS
- 
- Licensed School Psychologist
- Two years of experience in school setting.
- Appropriate Colorado Department of Education licensure.
- 
- 
- ORGANIZATIONAL RELATIONSHIPS
- 
- Reports to Principal and Special Education Executive Director.
- Special Education School Psychologist who work less than full time in a given school shall meet with the school principal to prioritize job functions.?
- 
- WORKING CONDITIONS
- 
- The work is performed in schools.
- 
- PHYSICAL DEMANDS
- 
- The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.
- 
- FLSA STATUS
- 
- Exempt.

JOB TITLE

JOB DESCRIPTION

School Psychometrist

SUMMARY OF FUNCTION

School psychologists specializing in psychometrics provides psychological evaluations and services to students in order to assist educational staffing teams. They are trained and have expertise in cognitive, achievement, and behavioral assessment, as well as, Federal and State special education regulation, an application of psycho-educational data as it addresses diverse student achievement and social emotional developmental need.

ESSENTIAL FUNCTIONS

- Administers psychological, behavioral, educational assessments, as well as, utilize additional assessment procedures in accordance with federal and state regulation, and School District Eleven policies and procedures to address instructional and behavioral needs of students
- Interpret assessment results, evaluation, and progress monitoring data for staffing teams relative to instructional and behavioral needs of students
- Consult with staff members in planning special education programs
- Interpret and consult on community-based and school-based psychological and educational data collected through problem-solving team processes
- Consult teams during student crisis situations as related to the application of psychological and educational assessment data
- Collaborate as appropriate with public and private professional agencies regarding individual students as related to the application of federal and state special education regulation and psychological assessment data

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Experiential-based knowledge of assessment and evaluation procedures relative to cognitive, academic, social, and behavioral measures
- Knowledge of Federal and State special education regulations as well as, District Eleven policies and process as applied to the needs of students
- Knowledge of Response to Intervention model, including the Student Problem-Solving Team process, progress monitoring, and data analysis
- Knowledge of research-supported interventions relative to academic, social, and behavioral concerns
- Ability to communicate, consults, apply data, and organize and schedule work in a multi-school assignment with diverse teams both individually and corporately

ORGANIZATIONAL RELATIONSHIPS

- Reports to Director of Special Education or Special Education Facilitator

WORKING CONDITIONS

The work is performed in school settings.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 30 pounds; bend, kneel and crouch, reach, hold, grasp and turn objects, use fingers to operate computer keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

School Security Coordinator

**SUMMARY OF FUNCTION**

Assist the Commander of Security Operations and administration of School District 11 to provide a safe and secure learning, teaching and working environment by managing physical security efforts, providing training, and supervising assigned personnel. Conducts various investigations as needed.

**ESSENTIAL JOB FUNCTIONS**

- Supervise and evaluate the work activities of security staff as assigned
- Conduct investigations of violations of District policy or criminal activities directed against the employees or property of School District 11
- Prepare reports of investigations for referral to managerial personnel or law enforcement authorities as appropriate
- Investigate or manage the investigation of students accused of criminal violations or discipline code violations and coordinate with appropriate school officials or law enforcement authorities
- Assist in coordination of action to be taken concerning threats of violence on students or District personnel, and assist in implementation
- Advise district administrators in the criminal or civil aspects of situations which may arise during daily operations and for which an in-depth analysis by the District's attorneys is not applicable or practical
- Advise school administrators and staff on issues involving Student Conduct and Discipline Code violations or on criminal activities participated in by students where the situation may be handled without police intervention
- Testify in court or in disciplinary hearings
- Assist in the protection of District assets through the development of crime prevention responses
- Conduct security assessments of problem areas, schools and District property.
- Coordinates the distribution of information gathered from all sources pertaining to the security of students, staff, visitors and property
- Assists the Manager of Security Operations with the coordination of on scene security for public meetings of the Board of Education and other District committees and activities at the Central Administration complex or at other locations
- Assists the Commander of Security Operations in the coordination of security for unusual occurrences, athletic events, and special events, including scheduling of campus security officers on extra duty, armed district patrol officers and police extra duty
- Conduct visits to school building to assess efficiency and effectiveness of campus security staff and security procedures
- Provide guidance and technical assistance to principals and assistant principals in the use of security resources
- Assist the Commander of Security Operations in recruiting and training security personnel, including security patrol officers and campus security officers
- Provide training for District personnel in personal safety, crisis intervention techniques, gangs and youth violence interdiction and control, as well as other areas as needed
- Render appropriate first aid to injured persons and follows established protocol for reporting injuries
- Conduct background investigations of individuals seeking employment in District 11, as directed by the Commander of Security Operations
- Serves in an on call Security Representative on a rotational basis.

**OTHER DUTIES**

- Perform other duties as assigned by the Commander of Security Operations.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent verbal and written communications skills

JOB TITLE

JOB DESCRIPTION

- Ability to effectively manage conflict
- Ability to supervise and direct the activities of others in stressful situations
- Good physical condition; a physical examination will be conducted
- The ability to accomplish a forceful physical arrest and overcome physical resistance of offenders to protect persons and property
- Have or obtain a first aid and CPR certification

**QUALIFICATIONS**

- Bachelor’s degree from an accredited college or university preferred
- Five years of related work experience in law enforcement, school security or private security, at least three of which must have been in a supervisory or investigative capacity
- Must have attained a Colorado POST certification; or must have successfully completed a state certified, federal or military police academy
- Specialized training in general criminal investigations
- Specialized training in crime prevention methods and practices
- Must have no history of criminal involvement
- A police background and criminal history check will be conducted
- Must be able to obtain an El Paso County Sheriff’s office concealed handgun permit

**ORGANIZATIONAL RELATIONSHIPS**

Report to Commander of Security Operations  
Liaison with local, state and federal law enforcement officers on related District affairs as directed

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

Walking, standing or sitting for long periods of time. May be exposed to all kinds of weather. Potential contact with violent youth and/or adults. Potential for physical intervention in fights and potential for conducting a forceful physical arrest. Potential for exposure to dangerous elements, situations and persons

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

## JOB TITLE

## JOB DESCRIPTION

School Staff Assistant

## SUMMARY OF FUNCTION

Provides general office support to administration and/or staff.

## ESSENTIAL JOB FUNCTIONS

- Word-processes correspondence, reports and other documents as needed
- Copies and distributes as required
- Monitors and maintains student files and related duties
- May input data into computer
- May facilitate drop/enroll procedures
- Assists students as needed
- May supervise student assistants, provide information and support
- Provides first aid assistance as needed
- May assist in monitoring and maintaining student attendance records and generate related documents and reports
- May schedule appointments for meetings
- May collect money and monitor funds
- May assist with payroll
- Orders supplies and monitors budget
- May process textbooks and maintain textbook records
- Performs data entry daily for attendance monitoring
- Administers/monitors medication for students; documents all medicine or treatment administered or monitored

## OTHER DUTIES

- Performs related duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, copy machines
- Ability to operate keyboard devices at moderate speed
- Ability to perform general office clerical quickly and efficiently
- Ability to communicate effectively
- Ability to work cooperatively with others

## QUALIFICATIONS

- High School diploma or equivalent
- Two years office experience
- Red Cross first aid certificate

## ORGANIZATIONAL RELATIONSHIPS

Reports to appropriate school or department.

## WORKING CONDITIONS

The work is performed in a typical office environment.

## PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

## FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

School Support Assistant

SUMMARY OF FUNCTION

Assists the school staff in maintaining student transcripts and related records. Provides general office administration and staff support as needed.

ESSENTIAL JOB FUNCTIONS

- Assist the registrar in maintaining student transcripts and related files. Enrolls new students, obtains information for new student transfer records, and sets up related files
- Send transcripts to colleges and employers as requested
- Prepare related reports to document student records and activities
- May maintain athletic eligibility records and generate related reports
- Drafts attendance verification reports as needed
- Performs other office administrative duties as needed
- Serves as receptionist, answer telephones, type memos and correspondence
- Assists Registrar in processing payroll and selected paperwork for substitute teachers
- Assists with preparations for student graduation, calculates and records grade point averages and documents as needed
- May order student caps and gowns

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Ability to operate keyboard devices at a moderate rate
- Ability to use standard database, spreadsheet and word-processing software effectively
- Ability to perform general office clerical work quickly and efficiently
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent
- One year of office clerical experience

ORGANIZATIONAL RELATIONSHIPS

Reports to administrator as assigned.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

**JOB TITLE****JOB DESCRIPTION**

School To Work Alliance Program Specialist

School to Work Alliance Program Specialist

**SUMMARY OF FUNCTION:**

Assists with recruiting, marketing, developing, overseeing and implementing the School to Work Alliance Partnership and program services for 16 – 25 year old young adults who have barriers to employment.

**ESSENTIAL JOB FUNCTIONS:**

- Implement and coordinate planned services under the direction of the SWAP Coordinator and DVR Counselor.
- Assists with recruiting clients and conducting marketing and outreach to students, parents, schools and community.
- Obtains records and evaluations to assist Department of Vocational Rehabilitation (DVR) in determining eligibility, provides vocational assessment to determine goals and service needs, and individual employment planning.
- Assists DVR counselor in gathering information to complete the Analysis of Eligibility, Determination of Severity of Disability, and Employment Outcome and Service Needs.
- Participates in IEP review staffing
- Delivers SWAP services under the direction of the SWAP Coordinator and DVR Counselor as identified under IPE and IPE Amendments such as: Vocational Exploration, Job Seeking Skills, Situational Assessments, Work Experiences, Job Shadowing, Personal Adjustment Training, Work Adjustment Training, Job Placement, Job Coaching and Job Site Evaluation.
- Provides case management to coordinate access to other community services and agencies.
- Provides necessary reports to document service delivery, progress towards objectives and attainment of goals.
- Maintains regular contact with employers and DVR Counselor.
- Provides follow-up services for one year after a youth's successful employment.
- Other services which support successful employment and community living.

**QUALIFICATIONS:**

- AA degree or equivalent training and experience in field
- Experience with community partnership development, agency collaboration and case management
- Skill in public relations and communication.
- Vehicle and valid driver's license.

**ORGANIZATIONAL RELATIONSHIPS:**

- Reports to SWAP Coordinator.

**WORKING CONDITIONS:**

- Work is performed in an office environment and outside in the community.

**PHYSICAL DEMANDS:**

The work includes periods of light physical activity, frequent interpersonal interactions with students, parents, and professional staff in a variety of public community settings . Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**JOB TITLE****JOB DESCRIPTION**

School to Work Alliance Program  
Assistant

**SUMMARY OF FUNCTION**

Assists with recruiting, marketing, developing, overseeing and implementing the School to Work Alliance Partnership and program services for 16 – 25 year old young adults who have barriers to employment.

**ESSENTIAL JOB FUNCTIONS**

- Implements and coordinates planned services under the direction of the SWAP Coordinator and DVR Counselor
- Assists with recruiting clients and conducting marketing and outreach to students, parents, schools and community
- Obtains records and evaluations to assist Department of Vocational Rehabilitation (DVR) in determining eligibility, provides vocational assessment to determine goals and service needs, and individual employment planning
- Assists DVR counselor in gathering information to complete the Analysis of Eligibility, Determination of Severity of Disability, and Employment Outcome and Service Needs
- Participates in IEP review staffing
- Delivers SWAP services under the direction of the SWAP Coordinator and DVR Counselor as identified under IPE and IPE Amendments such as: Vocational Exploration, Job Seeking Skills, Situational Assessments, Work Experiences, Job Shadowing, Personal Adjustment Training, Work Adjustment Training, Job Placement, Job Coaching and Job Site Evaluation.
- Provides case management to coordinate access to other community services and agencies
- Provides necessary reports to document service delivery, progress towards objectives and attainment of goals
- Maintains regular contact with employers and DVR Counselor.
- Provides follow-up services for one year after a youth's successful employment
- Other services which support successful employment and community living

**QUALIFICATIONS**

- AA degree or equivalent training and experience in field
- Experience with community partnership development, agency collaboration and case management
- Skill in public relations and communication
- Vehicle and valid driver's license

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to SWAP Coordinator

**WORKING CONDITIONS**

- Work is performed in an office environment and outside in the community

**PHYSICAL DEMANDS:**

The work includes periods of light physical activity, frequent interpersonal interactions with students, parents, and professional staff in a variety of public community settings . Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK YEAR**

210 days

JOB TITLE

JOB DESCRIPTION

School to Work Alliance Program Coordinator

**SUMMARY OF FUNCTION**

Supports recruiting, developing, and implementing the School to Work Alliance Partnership (SWAP) and program services for young adults who are 16-25 years old and who have barriers to employment.

**ESSENTIAL JOB FUNCTIONS**

- Recruits clients and outreach to students, parents, schools and community
- Identifies and provides services leading to employment to SWAP participants including out of school youth
- Obtains records and evaluations to assist Department of Vocational Rehabilitation (DVR) in determining eligibility, provides vocational assessment to determine goals and service needs, and individual employment planning,
- Works with, Special Educators and Vocational Rehabilitation Counselors to coordinate services for young adults qualifying for the program
- Assists DVR counselor in gathering information to complete the Analysis of Eligibility, Determination of Severity of Disability, and Employment Outcome and Service Needs
- Delivers SWAP services such as: Situation Assessments, Work Experiences, Job Shadowing, Job Site Evaluation, Personal Adjustment Training, Work Adjustment Training, Job Coaching, Job Seeking Skills, Job Placement
- Provides Monthly Progress Reports to DVR and completes other duties as necessary, including assisting in collecting Time and Effort documentation
- Provides case management to coordinate access to other community services and agencies
- Maintains regular contact with employers and DVR Counselor
- Provides follow-up services for one year after a youth’s successful employment

• **QUALIFICATIONS**

- BA/BS in Human Services, Education or related field
- Experience with job development
- Vehicle and a valid driver’s license

• **OTHER DUTIES**

- Performs related work as required

• **ORGANIZATIONAL RELATIONSHIPS**

- Reports to Special Education Facilitator for Post School Outcomes

**WORKING CONDITIONS**

Work is performed in an office environment and outside in the community.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

185 Days

**JOB TITLE****JOB DESCRIPTION**

School to Work Alliance Program  
Specialist

**SUMMARY OF FUNCTION**

Assists with recruiting, marketing, developing, overseeing and implementing the School to Work Alliance Partnership and program services for 16-25 year old young adults who have barriers to employment.

**ESSENTIAL JOB FUNCTIONS**

- Implement and coordinate planned services under the direction of the SWAP Coordinator and DVR Counselor
- Assists with recruiting clients and conducting marketing and outreach to students, parents, schools and community
- Obtains records and evaluations to assist Department of Vocational Rehabilitation (DVR) in determining eligibility, provides vocational assessment to determine goals and service needs and individual employment planning
- Assists DVR counselor in gathering information to complete the Analysis of Eligibility, Determination of Severity of Disability, and Employment Outcome and Service Needs
- Participates in IEP review staffing
- Delivers SWAP services under the direction of the SWAP Coordinator and DVR Counselor as identified under IEP and IEP Amendments such as: Vocational Exploration, Job Seeking Skills, Situational Assessments, Work Experiences, Job Shadowing, Personal Adjustment Training, Work Adjustment Training, Job Placement, Job Coaching and Job Site Evaluation
- Provides case management to coordinate access to other community services and agencies
- Provides necessary reports to document service delivery, progress towards objectives and attainment of goals
- Maintains regular contact with employers and DVR Counselor
- Provides follow-up services for one year after a youth's successful employment
- Other services which support successful employment and community living

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of local job market
- Knowledge of community resources available to support people with disabilities
- Ability to organize work and complete tasks independently
- Willing to be flexible to meet the changing needs of clientele
- Strong communication and organizational skills
- Ability to form professional relationships with a variety of individuals
- Knowledge of general organization and functions of public school system
- Knowledge of the Department of Vocational Rehabilitation expectations

**QUALIFICATIONS**

- AA degree or equivalent training and experience in field
- Experience with community partnership development, agency collaboration and case management
- Skill in public relations and communications
- Vehicle and valid driver's license

**ORGANIZATIONAL RELATIONSHIPS**

Reports to SWAP Coordinator

**WORKING CONDITIONS**

Work is performed in an office environment and outside in the community.

**PHSICAL DEMANDS**

The work includes periods of light physical activity, frequent interpersonal interactions with students, parents, and professional staff in a variety of public

**JOB TITLE****JOB DESCRIPTION**

community settings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK YEAR**

210 days

**FLSA**

Nonexempt

Science Kit Center Assistant Technician

## SUMMARY OF FUNCTIONS

The Science Kit Center Technician receives, stores, distributes and issues science supplies and equipment throughout the school district. Performs a variety of functions associated with the operation of the science kit center, including organizing science supplies to assure efficient storage and movement, operating material-moving equipment and managing inventory and performing counts. Promotes and follows the Board of Education Policies and departmental procedures.

## ESSENTIAL JOB FUNCTIONS

- Receives and delivers science supplies, materials and equipment ordered for kit center stock, in addition to special order items for schools.
- Verifies quantities and condition and stores items according to kit center plans to assure timely location, stock rotation for efficient delivery.
- Issues science materials supplies and equipment to schools. Notes abnormalities in ordering or discrepancies in inventory quantities and assists the Curriculum Kit Coordinator in making necessary corrections.
- Delivers to and picks up from schools, storage areas, commercial businesses and private individuals. Any of the previously listed items in accordance with current delivery schedules, written job orders or verbal requests from Curriculum Kit coordinator or central administration.
- Verifies the accuracy of items and quantities of science stock items delivered to location. Discrepancies will be corrected according to process.
- Inspects returned material for damages and completeness. Refurbishes kit with proper materials and supplies using inventory sheets to prepare kit for delivery to schools.
- Applies special storage, issue and handling methods to hazardous and semi-hazardous materials including chemicals and cleaning products.
- Operates kit center computer system to monitor levels and locations. Tags and labels science kits for identification purposes for accurate delivery and pick-up to and from schools.
- Delivers elementary science books and folders to schools. Verifies quantities and titles prior to delivery. Evaluates all discarded elementary science materials, supplies and equipment for future use, donation to schools, or disposal.
- Maintains the cleanliness of the kit center, warehouse vehicles, materials moving equipment, shelves, bins, and floors.
- Reports major problems to Curriculum Kit coordinator. Initiates appropriate documentation concerning vehicles.
- Performs periodic counts of specified inventory items at kit center. Identifies discrepancies and their causes and assists the Curriculum Kit Coordinator.
- Coordinates appropriate disposal of items.
- Serves as a liaison with Principals, teachers and Building Managers to aid as needed with the transfer and disposal of science equipment in coordination

JOB TITLE

JOB DESCRIPTION

with the Curriculum Kit Coordinator.

- Assists with kit center donation of excess items.

- Promotes positive image of the warehouse and Curriculum Kit Center to schools, departments and the public.

OTHER DUTIES

- Performs other duties as assigned.

KNOWLEDGE, ABILITIES AND SKILLS

- Ability to operate material-moving equipment such as forklifts and pallet jacks.

- Ability to generally recall supplies received and delivered to the kit center and to schools or work sites over a daily, weekly and monthly basis.

- Ability to work rapidly with numbers, codes and symbols.

QUALIFICATIONS

- High school diploma/equivalent

ORGANIZATIONAL RELATIONSHIPS

- Accountable to K-12 Science/Health Facilitator

WORKING CONDITIONS

- Works/drives in winter weather conditions

- Works in warehouse

- Performs warehousing duties in sub-zero environment for extended periods of time

PHYSICAL DEMANDS

The work is partly sedentary with periods of moderate physical activity. May be exposed to cold for long periods of time due to weather. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS: Non-Exempt

Science Kit Center Technician

**SUMMARY OF FUNCTION**

The Science Kit Center Technician receives, stores, distributes and issues science supplies and equipment throughout the school district. Performs a variety of functions associated with the operation of the science kit center, including organizing science supplies to assure efficient storage and movement, operating material-moving equipment and managing inventory and performing counts. Promotes and follows the Board of Education Policies and departmental procedures.

**ESSENTIAL JOB FUNCTIONS**

- Receives and delivers science supplies, materials and equipment ordered for kit center stock, in addition to special order items for schools.
- Verifies quantities and condition and stores items according to kit center plans to assure timely location, stock rotation for efficient delivery.
- Directs and assigns the Science Kit Center Assistant's workload
- Issues science materials supplies and equipment to schools. Notes abnormalities in ordering or discrepancies in inventory quantities and assists the Curriculum Kit Coordinator in making necessary corrections.
- Delivers to and picks up from schools, storage areas, commercial businesses and private individuals. Any of the previously listed items in accordance with current delivery schedules, written job orders or verbal requests from Curriculum Kit coordinator or central administration.
- Verifies the accuracy of items and quantities of science stock items delivered to location. Discrepancies will be corrected according to process.
- Inspects returned material for damages and completeness.
- Refurbishes kit with proper materials and supplies using inventory sheets to prepare kit for delivery to schools.
- Applies special storage, issue and handling methods to hazardous and semi-hazardous materials including chemicals and cleaning products.
- Operates kit center computer system to monitor levels and locations.
- Tags and labels science kits for identification purposes for accurate delivery and pick-up to and from schools.
- Delivers elementary science books and folders to schools. Verifies quantities and titles prior to delivery. Evaluates all discarded elementary science materials, supplies and equipment for future use, donation to schools, or disposal.
- Maintains the cleanliness of the kit center, warehouse vehicles, materials moving equipment, shelves, bins, and floors.
- Reports major problems to Curriculum Kit coordinator. Initiates appropriate documentation concerning vehicles.
- Performs periodic counts of specified inventory items at kit center.
- Identifies discrepancies and their causes and assists the Curriculum Kit Coordinator.
- Coordinates appropriate disposal of items.
- Serves as a liaison with Principals, Teachers, and Building Managers to aid as needed with the transfer and disposal of science equipment in coordination with the Curriculum Kit Coordinator.
- Assists with kit center donation of excess items.
- Promotes positive image of the warehouse and Curriculum Kit Center to schools, departments and the public.

**OTHER DUTIES**

- Performs other duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to operate material-moving equipment such as forklifts and pallet jacks.
- Ability to generally recall supplies received and delivered to the kit center and to schools or work sites over a daily, weekly and monthly basis.
- Ability to work rapidly with numbers, codes and symbols.

**QUALIFICATIONS**

- High school diploma/equivalent
- Certified forklift operator or be capable to obtain one within 90 days of being hired.
- Possess a valid Colorado Class B Commercial Driver's License (CDL) with current DOT certification or able to obtain permit within 15 business days and CDL license within 89 calendar days of hire date.
- Meet District's requirements for insurability
- Previous shipping/receiving experience preferred
- Computer knowledge (Data entry and inventory maintenance) preferred
- Ability to physically identify audio/visual computer equipment preferred
- Minimum of 2 years' experience in inventory and warehousing, in a large warehouse operation, utilizing a computerized stock control system preferred.

**ORGANIZATIONAL RELATIONSHIPS**

- Accountable to K-12 Science/Health Facilitator

**WORKING CONDITIONS**

- Works/drives in winter weather conditions
- Works in warehouse
- Performs warehousing duties in sub-zero environment for extended periods of time

**PHYSICAL DEMANDS**

Ability to perform strenuous physical work, including the physical ability to consistently lift and carry weights up to 100 pounds; walk or stand for long periods; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Non-Exempt

JOB TITLE

JOB DESCRIPTION

Sec Eng Lang Arts Facilitator/Content Specialist

SUMMARY OF FUNCTION

Oversees curriculum development and instructional quality for specified instructional area.

Oversees curriculum policies and assists in instructional development

Oversees and provides professional development and teacher coaching in the specified instructional area

The Secondary English Language Arts Facilitator/Content Specialist will collaborate to ensure that best practices in classroom instruction and assessment are implemented throughout the District in a consistent manner.

Working in tandem with the core Content Facilitator team, the secondary school administrators, and secondary teacher leaders, the Secondary English Language Arts Facilitator/Content Specialist will coach classroom teachers in implementing best practices in core English Language Arts curricula instruction and assessment.

The Secondary Content Specialist will assist in ensuring that core English Language Arts curricula is taught with fidelity in effective instructional timeframes.

ESSENTIAL JOB FUNCTIONS

- Provides support to teachers in developing capacity to deliver quality instruction and to implement standards and curriculum
- Develops teachers in strategies for instructional improvements
- Coordinates staff development workshops and seminars
- Oversees the development and implementation of current curriculum and instructional programs for specified instructional fields
- Meets with supervisor and district representatives to determine educational goals and develops related instructional curriculum to support district objectives
- Articulates curriculum objectives to building principals
- Communicates implementation strategies and directives
- Provides support in updating new courses
- Obtains related material for curriculum
- Promotes awareness and visibility of specified field of instruction
- Coordinates special groups and events such as contest, clubs, fairs etc.
- Generates related reports and documentation
- May write funding proposals as needed
- Maintains current content knowledge including attending professional conferences for specified field of interest

Models, observes, peer-coaches, and gives feedback to teachers developing students' skills and understanding in standards-based reading and writing core curricula instruction in effective instructional timeframes

- Collaborates with the Content Facilitator team, District and elementary school administrators on core curricula strategies for increasing student achievement and in developing Unified School Improvement Plans (USIPs)
- Trains teachers in best practices of whole group instruction practices at Tier 1
- Trains teachers and tutors in best practices in small group instruction, and Tier 2 and 3 interventions
- Assists teachers with interpreting and using data from a body of evidence to make informed decisions for instruction and school-wide planning
- Remains informed through professional reading, resources and research to guide instructional practices, coaching and professional development of teachers
- Provides professional development as requested
- Serves as a liaison between secondary school sites and the Division of Instruction, Curriculum and Student Services in areas of standards-based classroom instruction and assessment in reading and writing

OTHER DUTIES

JOB TITLE

JOB DESCRIPTION

- Performs related duties as assigned

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of educational pedagogy as applied to English curriculum for grades 6-12
  - Ability to plan and develop standards-based English Language Arts curricula for the District
  - Ability to lead the work of teams, committees and work groups
  - Ability to communicate effectively
  - Ability to work cooperatively with others
- Extensive training and/or experience in English Language Arts instruction
- Demonstrated competence in coordination, facilitation and presentation of building- and district-level professional development that supports English Language Arts instruction in effective timeframes
  - Demonstrated abilities in establishing and maintaining trusting organizational and human relations, and in effective written and oral communication skills
  - Demonstrated knowledge in current best practice in core English Language Arts instruction, including writing instruction in a writers' workshop model: delivering focus lessons, using mentor texts, conferencing, and providing feedback throughout the writing process
  - Ability to coach teachers to implement quality teaching practice to improve student performance
  - Demonstrated knowledge and understanding of the Response to Instruction model
- Demonstrated knowledge and understanding of current state and federal literacy legislation
- Demonstrated abilities in establishing and maintaining trusting organizational and human relations, and in effective written and oral communication skills

QUALIFICATIONS

- Master's degree, preferably in Instruction and Curriculum or in English
- Five years of successful experience in secondary education teaching English Language Arts
- Must possess, or be eligible for, current Colorado (CDE) teacher licensure
- Must be Highly Qualified for teaching 6-12
- Prefer successful experience in working with adults in coaching/professional development contexts

ORGANIZATIONAL RELATIONSHIPS

Reports to Assistant Superintendent, Instruction and Curriculum  
The Secondary Content Specialist is evaluated by the Assistant Superintendent of Instruction, Curriculum and Student Services (or Designee)

- The Secondary Content Specialist works collaboratively with the core Content Facilitators, the central administration team, and the secondary school administrators

WORKING CONDITIONS

The work is performed in a typical office environment and in schools.

PHYSICAL DEMANDS

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS: Exempt

JOB TITLE

JOB DESCRIPTION

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Secondary Kitchen Manager

**SUMMARY OF FUNCTION**

Directs and oversees the preparation and service of food in a secondary (non-production kitchen) school. Responsible for all food service activity at their assigned school, to include but not be limited to providing breakfast, lunch, a la carte and catering points of service. Supervises all of the food and nutrition employees on their staff. Direct liaison with students, administrators, faculty and staff at their school. Responsible for attending all mandatory meetings and training events.

**ESSENTIAL JOB FUNCTIONS**

- Demonstrates positive customer service attitude at all times
- Directs, oversees and assists in food preparation according to the menu, recipes and product specifications
- Directs, oversees and assists with all aspects of customer service
- Assigns duties to assistants and supervises student helpers
- Directs, oversees and assists with kitchen, storage areas, service areas and ding room clean up
- Ensures proper cleaning and sterilization of utensils, equipment and facilities
- Supervises the maintenance of kitchen utilities and facilities
- Directs staff in proper care for and use of equipment
- Secures facilities at the end of the day
- Trains, supervises and directs all staff assistants and student helpers
- Emphasis on quality of food, exemplary customer service, safe food handling & storage procedures, employee safety & safe work habits, proper sanitation and cleaning procedures, appropriate appearance (dress, jewelry & hygiene), and all other duties as may be assigned to the staff
- Involved in employee selection process, makes hire recommendations and recommends disciplinary actions as necessary
- Completes employee performance reviews (probationary & annual)
- Forecasts number of meals served on a per-item, per-meal, per day basis
- Orders food and supplies as needed from the Production Center and approved vendors
- Orders based on meal forecasts and supplies on hand
- Maintains accurate production records for food prepped & served
- Responsible for financial performance through achievement of targeted cost controls, to include food cost, labor hours/cost & other supply costs
- Maintains accurate inventory and inventory controls
- Collects monies and other payments for meals served
- Responsible for accurate and secure proper cash handling

procedures, including recording daily cash sales, prepayments, deposit of cash receipts, and security of change fund and petty cash as is assigned to their school

- Monitors and maintains accurate records for meals served by category (i.e. free, reduced, full pay students and adults, ala carte sales)

- Completes computer applications required for all aspects of meal service
- Completes and submits accurate related forms and required paperwork to meet established deadlines through either the computer or hardcopy.
- Coordinates and assists with special functions/events as needed which may include food preparation, set-up and service, and clean-up
- Actively participates in all Operations meetings/training events and communicated information obtained to all staff members
- On-site liaison with students, school administrators, faculty, staff and visitors

#### OTHER DUTIES

Performs related duties as may be assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

Knows and practices positive customer service skills

Proven leadership skills& ability to work cooperatively with others

Ability to communicate effectively

Ability to handle cash and complete transactions and reports accurately

Ability to use computer and computer applications as well as Microsoft Office Software

Knowledge of food and menu planning

Knowledge of volume food preparation methods, procedures and techniques

Good working knowledge of safe food handling skills

Proper knowledge in use and care of kitchen equipment

Effective planning, organizational and coordinating skills

Ability to plan independently and schedule work to meet deadlines

Effective problem solving and decision making skills

Ability to train and motivate others

#### QUALIFICATIONS

High School diploma or equivalent

Five years experience in food service to include some management and supervisory experience

ServSafe Certification required within eighty-nine (89) calendar days of hire

#### ORGANIZATIONAL RELATIONSHIPS

Reports to a Production Center Manager and Area Supervisor.

Supervises all personnel assigned to and/or working in kitchen& service areas.

#### WORKING CONDITIONS

Exposure to kitchen equipment and utensils

Working near hot ovens in areas that may not be air conditioned

#### PHYSICAL DEMANDS

The work is regularly active. Typical positions require workers to walk or stand for long periods, lift and carry up to 50 pounds from floor to waist and 25 pounds to shoulder height; climb ladders; bend, kneel and crouch; reach, hold, grasp and turn objects; feel the temperature of food items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS  
Nonexempt

Secondary Literacy Support Specialist  
(TOSA)

**Summary of Functions**

This position will support Colorado Springs District 11's strategic objective for academic innovation and student success by providing instruction and guidance on the design, implementation, and assessment of Colorado Academic Standards-based writing curriculum throughout secondary schools. Working in tandem with the K-12 English Language Arts & Literacy Facilitator, the incumbent will develop, train, and oversee effective implementation of Colorado Academic Standards-based writing instruction, to support Secondary ELA Departments in the development of innovative, modern, engaging writing units that align with the goals of the district and improve student writing outcomes.

The Secondary Literacy Support Specialist will teach and guide educators in developing new curricula, and provide formal and informal instruction in curriculum design and related topics. He/she will also support educational scholarship, remain current on educational topics and trends related to academic writing, and contribute to the growth of cross-curricular reading and writing in various core content subjects where the design and development of writing education is relevant.

The incumbent will also support various professional development activities offered through Colorado Springs District 11 Professional Development. He/she will support the work of colleagues within the district and apply his/her expertise in rhetoric, composition, curriculum design, educational theory, and assessment to support the work of colleagues, both within and external to District 11 secondary schools.

**Essential Job Functions:**

- Lead and support Colorado Springs District 11 secondary ELA educators in the design, implementation, and evaluation of Colorado Academic Standards based curriculum
- Establish relationships within Colorado Springs District 11 - by participating in committees, contributing to Colorado Springs District 11 writing-based professional development, and through other mechanisms – develop and provide ELA educators opportunities for updating field-specific content knowledge to meet educators' professional needs and improve student writing outcomes
- Collaborate on the development, teaching, and evaluation of recurring Colorado Springs District 11 professional development series
- Support Colorado Springs District 11 secondary ELA educators in the development of continuing education activities, consulting on such activities as Colorado Academic Standards-based writing goals and learning objectives, designing writing instruction methods, and developing evaluation tools
- Train and collaborate with ELA secondary educators on curriculum development and implementation through reoccurring in-house workshops
- Support teachers and administrators in collecting, analyzing, and responding to disciplinary literacy assessment data to inform instruction
- 

• **Other Duties:**

Performs related work as assigned.

**Knowledge, Abilities, and Skills:**

- Extensive experience in or knowledge of curriculum design
- Demonstrated knowledge and understanding of the literacy demands across secondary grade levels and content areas
- Demonstrated competence in the creation, coordination, facilitation and presentation of building and district-level professional development that

JOB TITLE

JOB DESCRIPTION

- supports literacy, particularly in writing
- Demonstrated abilities in establishing and maintaining trusting organizational and human relations
  - Highly effective written and oral communication skills
  - Demonstrated experience in survey and assessment design

**Qualifications:**

- Bachelor's Degree in English Related Field
- Master's Degree in Education or English, Instruction and Curriculum (preferred)
- 3+ years experience in secondary classroom instruction, preferably with building level/department leadership experience
- Prefer successful experience working with adults in coaching/professional development contexts

**Organizational Relationships:**

- Reports to Assistant Superintendent of Instruction, Curriculum, and Student Services
- The Secondary Literacy Support Specialist works collaboratively with the K-12 English Language Arts & Literacy Facilitator.

**Working Conditions:**

The work is performed in school and office environments.

**Physical Demands:**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds, climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA**

Exempt

**Work Day**

185 Days

Secondary On-Line Teacher

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students through an online program in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students via both synchronous and asynchronous technologies. The work plan employs a variety of instructional techniques utilizing a variety of distance learning technologies in order to deliver a high quality instruction program to students. Displays personal qualities, which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; demonstrates the ability to effectively communicate and build encouraging relationships with students remotely; and is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional content standards and benchmarks (goals and objectives)
- Provides effective instructional strategies and support for all students enrolled in the online program
- Prepares for classes assigned and shows written evidence of preparation upon request of the principal or his/her designated school leader
- Encourages students to set and maintain standards of appropriate online behavior
- Differentiates the instructional program to meet the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Communicates with the students and their families regularly via a variety of communication technologies including blogs, email, forums, telephone, and video conferencing to ensure that students are successful in completing course requirements
- Develops, revises, and updates lessons as necessary in the online curriculum management system
- Provides support to students both online and face to face at the learning center
- Offers assistance to parents in how to help their child(ren) succeed in an online learning environment through a variety of activities and training sessions
- Comfortable with using and learning a variety of synchronous and asynchronous technologies as well as software tools necessary to providing instruction via an online format
- Attends staff meetings and serves on staff committees as required

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Understands and demonstrates instructional strategies necessary to support student achievement in an online format
- Ability to take risks, accept change and a willingness to learn

JOB TITLE

JOB DESCRIPTION

- Integrated technology skills to support the content area(s) and 21st Century Learning
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular content area
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

QUALIFICATIONS

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements
- Appropriate State certification

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal.

WORKING CONDITIONS

The work is performed in a combination of both a school classroom and online.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 30 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Secretary to the Assistant Superintendent

### SUMMARY OF FUNCTION

The Compensation Coordinator assists the Director of Compensation in all areas of responsibility for the smooth operation of the Compensation office, performs high level administrative tasks that requires a high degree of critical thinking and confidentiality, assists with trainings, assists with correspondence, and maintains the individual calendar for the Director of Compensation. This position is highly involved in compensation, HR data projects, the annual Colorado Department of Education report, and audits.

### ESSENTIAL JOB FUNCTIONS

- Exercises a high degree of independent judgment in planning, coordinating and initiating activities to accomplish daily operations using discretion, confidentiality, good judgment and professional finesse
- Manages time efficiently and independently, solves problems, particularly in the absence of the supervisor
- Assist the Director of Compensation with compensation data and the maintenance of District salary schedules
- Reviews and approves compensation offers for new, rehire, and promoted employees
- Manages position control function in PeopleSoft
- Responds to HR inquiries from office visitors, schools, other departments, outside agencies and the public
- May interpret District policies and procedures
- Assists with the annual Colorado Department of Education report
- Assists with maintenance of tables within PeopleSoft
- May update extensive salary tables within PeopleSoft
- Performs other related work duties as assigned
- Works with other departmental staff, especially those in the Payroll, Benefits, and ADS on issues of mutual concern such as processes, problem solving, upgrades
- Reviews and approves education increments submitted by teachers
- Assists with the district retirement incentive plan
- Assists with the monthly Family Registry reporting
- Provides the Director of Compensation with information pertinent to the negotiations process each spring
- Creates federal and state labor posters as needed
- Assists with maintaining district job descriptions
- Attends recruitment meetings as necessary
- Assists with trainings within the compensation, department, and training
- Supports the teacher education increment process
- Supports the Director of Compensation with the creation of educator identification numbers and other CDE data
- Completes data entry and uploads documents into PaperVision for personnel files
- Attends recruitment meetings as necessary
- Prepares correspondence using Word, Excel, and PowerPoint
- Performs related work as required
- 
- OTHER DUTIES
- Performs related work as required
-

JOB TITLE

JOB DESCRIPTION

- KNOWLEDGE, ABILITIES, SKILLS
- Knowledge of human resource policies, procedures, and practices
- Knowledge of Payroll processing and/or standard account maintenance procedures
- Knowledge of office practices and operations to include computer applications and general office equipment
- Ability to use and integrate technology
- Ability to analyze data, create a written summary of the information, and suggest solutions
- Ability to work under deadlines
- Ability to be flexible with changing needs of the department
- Ability to work cooperatively with others
- Ability to work with confidential information
- Ability to communicate effectively
- Skilled with calculations and basic accounting
- Skilled with Excel Spreadsheets
- 
- QUALIFICATIONS
- High School diploma or equivalent
- College accounting classes or degree preferred
- Minimum five years of clerical/bookkeeping/accounting experience preferred
- 
- 
- ORGANIZATIONAL RELATIONSHIPS
- Reports to the Director of Compensation
- 
- WORKING CONDITIONS
- The work is performed in a typical office environment
- 
- PHYSICAL DEMANDS
- The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.
- 
- FLSA STATUS
- Nonexempt
- 
- WORK YEAR
- 260 Days

Secretary to the Deputy  
Superintendent CFO

#### SUMMARY OF FUNCTION

Assist the Deputy Superintendent/CFO in all areas of responsibility for the smooth operation of the Deputy Superintendent's Division. Interacts with and serves a large, high-performing team of departments, coordinates large group district events and trainings, supports team and committee meetings, and maintains individual and group calendars for the Deputy Superintendent/CFO and the Division.

#### ESSENTIAL JOB FUNCTIONS

- Assumes overall responsibility for administrative support to the Deputy Superintendent/ CFO and supplementary services to the Division of Business Services
- Initiates activities to accomplish daily operations using discretion, confidentiality and good judgment
- Record upkeep and filing to also include reports and correspondences
- Responds to multiple phone calls and answers questions from the public, school staff and other departments
- Interfaces effectively with numerous school personnel, district staff, and community partners to promote the work of the division and district
- Maintains all records related to expenditures and budgets
- Prioritizes and distributes mail
- Demonstrates superior communication skills
- Exercises a high degree of independent judgment in planning, coordinating and initiating activities to accomplish daily operations using discretion, confidentiality, good judgment and professional finesse
- Demonstrates careful, focused, attention-to-detail and follow-through in carrying out extended and complicated projects: possesses the ability to organize large amounts of data and to maintain excellent records
- Embraces challenges to improve individual and team performance
- Manages time efficiently and independently, solves problems, particularly in the absence of the supervisor
- Delivers exemplary customer service to numerous internal and external customers
- Performs related work as required
- Provides admin support to the MLO Oversight Committee to include:
  - coordination of meeting agenda, set-up for the meeting, attendance during the meeting (nights), minutes/notes during meeting, and clean-up after the meeting
- Coordination of Annual MLO Report including: coordination of Key Performance Indicators (KPIs), collection of data and key reports, create and maintain spreadsheets of data and analysis,

and integration into a comprehensive document

- Maintenance of MLO programs/documents to include: governance documents, spending plans, MLO definitions, Program Implementation Plans (PIPs), MLO plan changes, MLO account structure, MLO journal entries and budget transfers, MLO revenue and expenditure report, and assist with MLO capital project budgeting and expenditure tracking

#### KNOWLEDGE, ABILITIES AND SKILLS

- Ability to work with extremely complicated and confidential information
- Ability to foster and manage change and actively promote growth of technology competencies
- Ability to maintain a professional manner and appearance
- Demonstrated skills in organization, human relations, conflict management, oral and written communication
- Demonstrated superior skills in MS Office suite and specifically Excel functions: one must also possess a willingness to take classes, as needed, to continue learning with technology and accounting practices.
- Ability to work effectively in a fast-paced environment with frequent interruptions
- Ability to manage a challenging workload within a busy, high-profile office
- Ability to work cooperatively with multiple staff

#### OTHER DUTIES

- Provides back-up for other administrative assistants as needed

#### QUALIFICATIONS

- High school diploma or equivalent plus additional relevant course work
- Five years of office experience as an executive level secretary
- Proficiency with Adobe software for combining complex reports and documents
- Proficiency in spreadsheets, databases, Microsoft Office, and presentation software
- Proficiency with governmental accounting/ finances
- Experience using voice mail, fax, email, internet and applications

#### ORGANIZATIONAL RELATIONSHIPS

Reports to the Deputy Superintendent/CFO and may supervise work projects of the Division

#### WORKING CONDITIONS

The work is performed in a typical office environment

#### PHYSICAL DEMANDS

The work is mostly sedentary with periods of light, physical activity. Typical positions require workers to walk or stand for long periods, lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use

JOB TITLE

JOB DESCRIPTION

fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS  
Non-exempt

*WORK DAYS*  
260

Secretary to the Division Head

**SUMMARY OF FUNCTION**

Assists the Division Head in all areas of responsibility for the smooth operation of the executive office and the accomplishment of his/her duties.

**ESSENTIAL JOB FUNCTIONS**

- Assumes overall responsibility for administrative support to the Division Head, as needed, within the areas of the division
- Exercises a high degree of independent judgment in planning, coordinating and initiating activities to accomplish daily operations using discretion, confidentiality and good judgment in meeting the goals of the division and the district
- Provides leadership and support; anticipates needed routine activity in order to accomplish division goals, often without bringing it to the executive's attention
- Acts on routing decisions in the name of the Division Head
- Prepares correspondence from dictation or transcription and composes correspondence for the Division Head's signature. Keyboards memos, reports, agendas, etc.
- Prepares, oversees, assigns, coordinates the production of work projects of other clerical staff and or/departments
- Manages daily office procedures, including answering the telephone, inquiries, communicating with the public, school staff and other departments assists/directs visitors to executives and others, proper meeting places and locations; maintains executive calendar(s) and schedules appointments, meetings; coordinates activities required for meetings; appointments, conferences, workshops and travel including preparation of appropriate expense forms for processing; receives/sorts incoming mail; responds/assists with appropriate course of action, including filing and storing appropriate materials; prepares outgoing mail; maintains/monitors budget and expense account records; maintains inventory/budget of office supplies.
- May prepare payroll, invoices and other accounting paperwork. Prepares and sometimes approves purchase requisitions, check requests and financial data.
- Coordinates tasks with other Divisions and Departments. Provides additional support in conjunction with Division Head's supervision of these areas, Superintendent's staff and Board of Education
- Provides backup support to other secretaries in the Division
- Coordinates preparation of materials/information and reports, including presentations for
  - Board of Education members, board assistant secretary and Superintendent's secretary relative to the Board of Education needs and agenda development. May include correlating, editing, organizing and producing varied and complex projects, including graphics and slide presentations using keyboarding and/or printing.
- Manages time efficiently and independently; solves problems, particularly in executive's absence
- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to work with extremely confidential information
- Computer-literate professional with ability to perform a variety of complex tasks
- Ability to foster and manage change and actively promote growth of technology competencies among staff
- Ability to maintain high keyboarding speed and accuracy; maintain high shorthand and transcription speed; ability to use E-mail and Internet/on-line services
- Ability to maintain a professional manner and appearance
- Demonstrated skills in organization, human relations, conflict management,

JOB TITLE

JOB DESCRIPTION

oral and written communication skills; continually improve and upgrade skills

- Ability to work cooperatively with others, individually and in teams; ability to supervise others
- Ability to keep abreast of developments in appropriate areas
- Knowledge of and ability to use Board of Education policies, procedures and regulations
- Ability to use standard database, spreadsheet, word processing and presentation software efficiently

QUALIFICATIONS

- High School diploma or equivalent plus additional relevant course work
- Five years minimum, experience as executive level secretary
- Proficiency in word processing software (MS Word) such as WordPerfect, Quattro Pro or Excel,
- Microsoft Office, presentation graphics
- Experience with spreadsheets and databases
- Experience using voice mail, fax, E-mail and Internet
- Certified Professional Secretary (CPS) preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to Division Head. May supervise work projects of assigned clerical staff.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

Security Coordinator

**SUMMARY OF FUNCTION**

Assist the Director of Security and administration of School District 11 to provide a safe and secure learning, teaching and working environment by managing physical security efforts, providing training, and supervising assigned personnel. Conducts various investigations as needed.

**ESSENTIAL JOB FUNCTIONS**

- Supervise and evaluate the work activities of security staff as assigned
- Conduct investigations of violations of District policy or criminal activities directed against the employees or property of School District 11
- Prepare reports of investigations for referral to managerial personnel or law enforcement authorities as appropriate
- Investigate or manage the investigation of students accused of criminal violations or discipline code violations and coordinate with appropriate school officials or law enforcement authorities
- Assist in coordination of action to be taken concerning threats of violence on students or District personnel, and assist in implementation
- Advise district administrators in the criminal or civil aspects of situations which may arise during daily operations and for which an in-depth analysis by the District's attorneys is not applicable or practical
- Advise school administrators and staff on issues involving Student Conduct and Discipline Code violations or on criminal activities participated in by students where the situation may be handled without police intervention
- Testify in court or in disciplinary hearings
- Assist in the protection of District assets through the development of crime prevention responses
- Conduct security assessments of problem areas, schools and District property, utilizing techniques of crime prevention through environmental design (CPTED)
- Provides written reports of findings and recommendations
- Coordinates the distribution of information gathered from all sources pertaining to the security of students, staff, visitors and property
- In cooperation with appropriate personnel, coordinates on scene security for public meetings of the Board of Education and other District committees and activities at the Central Administration complex or at other locations
- Coordinates security for unusual occurrences, athletic events, and special events, including scheduling of campus security officers on extra duty, armed district patrol officers and police extra duty
- Conduct visits to school building to assess efficiency and effectiveness of campus security staff and security procedures
- Provide guidance and technical assistance to principals and assistant principals in the use of security resources
- Assist the Director in recruiting and training security personnel, including security patrol officers and campus security officers
- Provide training for District personnel in personal safety, crisis intervention techniques, gangs and youth violence interdiction and control, as well as other areas as needed
- Render appropriate first aid to injured persons and follows established protocol for reporting injuries
- Conduct background investigations of individuals seeking employment in District 11, as directed by the Director of Security

**OTHER DUTIES**

- Perform other duties as assigned by the Director of Security

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent verbal and written communications skills
- Ability to effectively manage conflict
- Ability to supervise and direct the activities of others in stressful situations

JOB TITLE

JOB DESCRIPTION

- Good physical condition; a physical examination will be conducted
- The ability to accomplish a forceful physical arrest and overcome physical resistance of offenders to protect persons and property
- Have or obtain a first aid and CPR certification
- Satisfactory completion of re-certification requirements for the POST certification

QUALIFICATIONS

- Bachelor’s degree from an accredited college or university preferred
- Five years of related work experience in law enforcement, school security or private security, at least three of which must have been in a supervisory or investigative capacity
- Must have attained a Colorado POST certification; or must have successfully completed a state certified, federal or military police academy
- Specialized training in general criminal investigations
- Specialized training in crime prevention methods and practices
- Must have no history of criminal involvement
- A police background and criminal history check will be conducted
- Must be able to obtain an El Paso County Sheriff’s office concealed handgun permit

ORGANIZATIONAL RELATIONSHIPS

Report to Director of Security  
Liaison with local, state and federal law enforcement officers on related District affairs as directed

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

Walking, standing or sitting for long periods of time. May be exposed to all kinds of weather. Potential contact with violent youth and/or adults. Potential for physical intervention in fights and potential for conducting a forceful physical arrest. Potential for exposure to dangerous elements, situations and persons

FLSA STATUS

Exempt

WORK YEAR

260 Days

**JOB TITLE****JOB DESCRIPTION**

Security Dispatcher

**SUMMARY OF FUNCTION**

Manages telephone, radio and written communications regarding criminal justice, public safety and security issues into and out of the Security Department.

**ESSENTIAL JOB FUNCTIONS**

- Answers telephone calls for the Security Department, and appropriately routes the calls
- Enters incident reports into the-records management system and distributes copies to appropriate personnel, CSPD, Schools, etc.
- Monitors security alarm system for fire, intrusion, and other emergency alarms and dispatches appropriate response unit(s)
- Collects, records, and stores all items of evidence that are turned into the Security Office
- Monitors radio calls for the Security Department and dispatches mobile security officers or other personnel as needed or directed
- Performs record keeping tasks related to the occurrences of incidents of crime, misconduct, and other unusual occurrences
- Ensures the timely notification of key District personnel regarding emergencies and significant incidents
- Maintains files of incident reports, search reports and property booking reports
- Maintains Crisis plans submitted by schools
- Maintains and monitors the electronic report log
- Maintains the dispatch video system and completes video searches of key incidents and the saving of video of significant incidents
- Assists with fingerprinting and background investigations
- Initiates InformaCast alerts to District personnel and schools
- Completes monthly statistical reports for the Director of Security Operations
- Assists with the District identification cards, photographing of employees, substitutes, and contractors
- Performs the duties of the Security Administrative Specialist when needed
- Greets and provides customer service, to individuals visiting the Security Department

**OTHER DUTIES**

- Performs related work as required
- Orders office supplies as needed

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of office practices and operation of standard office equipment, including desktop computers, copy machines, etc.
- Ability to perform general office clerical tasks quickly and efficiently
- Ability to operate keyboard devices at moderate speed
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to function in stressful emergency situations

**QUALIFICATIONS**

- High School Diploma or equivalent
- Three years work experience in office clerical

**ORGANIZATIONAL RELATIONSHIPS**Reports to the Director of Security

**WORKING CONDITIONS**

The work is performed in a typical office environment

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use

JOB TITLE

JOB DESCRIPTION

fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Non-exempt

260 Days

JOB TITLE

JOB DESCRIPTION

Security and Fire Alarm Technician II

SUMMARY OF FUNCTION

Installs and maintains all fire alarm, clock and security equipment. Maintains and inspects systems to ensure proper working order.

ESSENTIAL JOB FUNCTIONS

- Conducts routine preventative maintenance on fire and security alarm systems and clocks for the district
- Tests systems routinely to insure proper working order
- Makes minor repairs as needed
- Installs, upgrades and modifies systems as needed
- Designs and lays out system for installation
- Repairs systems circuiting or replaces related parts as needed
- Files related reports for documentation of repairs or tests
- Determines necessary replacement parts and initiates requisition
- Cooperates with other trades as a team member

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of security and fire alarms systems
- Ability to install, adjust and maintain security and fire alarm system
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- Completion of two-year program in electronics
- Low voltage wireman permit
- Valid driver's license

PREFERRED QUALIFICATIONS

- NICET (National Institute for Certification in Engineering Technologies) Level I or Level II Certifications in Fire Protection (Fire Alarm Systems).

High School diploma or equivalent

- Completion of two-year program in electronics

ORGANIZATIONAL RELATIONSHIPS

Reports to Security and Alarm Supervisor

WORKING CONDITIONS

The work is performed in a shop and on job sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Security and Fire Alarms System Technician

SUMMARY OF FUNCTION

Installs and maintains all fire alarm, clock and security equipment. Maintains and inspects systems to ensure proper working order.

ESSENTIAL JOB FUNCTIONS

- Conducts routine preventative maintenance on fire and security alarm systems and clocks for the district
- Tests systems routinely to insure proper working order
- Makes minor repairs as needed
- Installs, upgrades and modifies systems as needed
- Designs and lays out system for installation
- Repairs systems circuiting or replaces related parts as needed
- Files related reports for documentation of repairs or tests
- Determines necessary replacement parts and initiates requisition
- Cooperates with other trades as a team member

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of security and fire alarms systems
- Ability to install, adjust and maintain security and fire alarm system
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- Completion of two-year program in electronics
- Low voltage wireman permit
- Valid driver's license

PREFERRED QUALIFICATIONS

- NICET (National Institute for Certification in Engineering Technologies) Level I or Level II Certifications in Fire Protection (Fire Alarm Systems).

High School diploma or equivalent

- Completion of two-year program in electronics

ORGANIZATIONAL RELATIONSHIPS

Reports to Security and Alarm Supervisor

WORKING CONDITIONS

The work is performed in a shop and on job sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Senior Accountant - Charter Schools

**SUMMARY OF FUNCTION**

Oversee accounts payable staff in the processing of vendor invoices in the timely payment of accounts payable transactions. This position is also responsible for the proper accounting and budgeting of the District's charter school financial transactions. This position is the financial liaison between the charter schools and District departments as related to charter support. The position also acts as the financial liaison for the Mill Levy Override Fund to the District's Audit Committee.

**ESSENTIAL JOB FUNCTIONS**

- Plan and coordinate the duties of the accounts payable staff in accurate and timely payment of expenditures
- Oversee and assist accounts payable staff in the resolution of discrepancies related to payable issues.
- Acts as the liaison with the IT staff in maintaining and improving the accounts payable processes and performing the integration testing for upgrades to PeopleSoft
- Liaison between accounts payable and procurement in resolving issues and developing processes to improve payment processing
- Coordinates in-service trainings on accounts payable processes with schools and departments for policy and procedure updates
- Prepare and gather data related to IRS form 1099 and to stay up to date on IRS regulations pertaining to 1099 reporting
- Process quarterly sales taxes
- Prepare monthly reconciliations for each fund's accounts payable
- Prepare monthly payment to each charter school for the flow of per pupil revenue
- Calculate for each charter school their portion of state and federal grants and reconcile these funds to the amount reported by Colorado Department of Education (CDE)
- Calculate the rates for the annual buyback services and other services on an as needed basis
- Prepare quarterly financial reports for the Chief Financial Officer reflecting the financial position of each charter school
- Ensure each charter school accurately codes revenue and expenses in accordance the CDE chart of accounts
- Review financial data for new charter school applicants and renewal applications of the current charter schools
- Attend monthly charter school meetings and provide individual support to the schools on an as needed basis
- Coordinate with each charter school on enrollment projections and budgets for the coming school year
- Prepare data transmittal file for each charter school at year end in compliance with CDE requirements
- Prepare monthly journal entries for the Mill Levy Override Fund
- Prepare performance measures book for the Mill Levy Override's Twenty Two Program Implementation Plans
- Prepare audit work papers for the annual financial audit.
- Assist the Director of Financial Services with the submittal of the Automated Data Exchange (ADE) and correcting the errors on the transmittal
- Prepare quarterly Key Performances Indicators (KPI) for accounts payable and charter school data

**OTHER DUTIES**

- Performs related duties as assigned
- Periodically assists in supervision and evaluations

JOB TITLE

JOB DESCRIPTION

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of accounting principles and practices as applied to governmental accounting
- Knowledge of accounts payable
- Knowledge of Excel and Word
- Knowledge of People Soft a plus
- Ability to analyze data
- Ability to communicate effectively both orally and in writing

**QUALIFICATIONS**

- Bachelor of Science degree in Accounting
- Experience in Governmental Accounting
- CPA or MBA a plus

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Fiscal Services

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

## JOB TITLE

## JOB DESCRIPTION

Senior Accountant - Finance

Prepares fiscal reports and ACFR schedules as requested by Sr. Executive Director of Fiscal Services. Manages the District's fixed asset inventory which includes overseeing the annual physical inventory process, training school personnel, maintaining and enforcing the Fixed Asset Policy and Procedure manual, preparing and uploading all fixed assets transactions into the GL, calculating CIP, preparing audit work papers, roll forward schedules, and financial statements for inclusion in the ACFR and reconciling source documents, the fixed asset subsystem and the GL. Records acquisitions, dispositions, CIP, depreciation, gains/losses on disposal and the transfer of assets between funds that have different accounting methods (i.e. enterprise funds vs. governmental funds). Reconciles accounts for the Mill Levy Override fund, Capital Projects fund and other fund types, as assigned, performs technical accounting procedures that affect District financial reporting. Is responsible for (or cross trained to perform) various accounting functions within the Department of Fiscal Services. Performs general ledger reconciliations, as assigned. Prepares work papers documenting correct balances. Reviews general ledger reconciliations prepared by accounting staff. This position is also responsible for the proper accounting and budgeting of the District's charter school financial transactions. This position is the financial liaison between the charter schools and District departments as related to charter support.

**ESSENTIAL JOB FUNCTIONS**

- Prepares a variety of reports for use both in and out of the district.
- Maintains current knowledge of GAAP, governmental accounting and financial reporting standards as promulgated by GASB, school district finance and budget laws and regulations.
- Drafts financial statements and footnotes for inclusion in ACFR.
- Leads implementation of GASB statements.
- Conducts various accounting/financial related activities for the entire district.
- Assists independent auditors with all fixed asset information needed for annual audit including preparation of ACFR schedules and work papers.
- Prepares and maintains documentation and conducts training for school personnel on fixed asset inventories.
- Provides spreadsheet, database and word processing support as needed.
- Liaisons with Business Services, Human Resources, Information Technology, Facilities, Schools and other Divisions and/or Departments as assigned.
- Prepare monthly payment to each charter school for the flow of per pupil revenue.
- Calculate for each charter school their portion of state and federal grants and reconcile these funds to the amount reported by Colorado Department of Education (CDE)
- Calculate the rates for the annual buyback services and other services on an as needed basis
- Ensure each charter school accurately codes revenue and expenses in accordance the CDE chart of accounts.
- Review financial data for new charter school applicants and renewal applications of the current charter schools.
- Attend monthly charter school meetings and provide individual support to the schools on an as needed basis.
- Coordinate with each charter school on enrollment projections and budgets for the coming school year .
- Prepare data transmittal file for each charter school at year end in compliance with CDE requirements.
- Prepare monthly journal entries for the Mill Levy Override Fund.
- Prepare performance measures book for the Mill Levy Override's Twenty-

Two Program Implementation Plans.

- Assists Facilities Department with management of budget and FTE functions.
- Serves on various ad hoc committees.

#### **OTHER DUTIES**

- Other duties as assigned

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Thorough working knowledge and advanced skills in applied governmental accounting principles and practices
- Working knowledge of federal, state and CDE fiscal policies
- Knowledge of budgeting/accounting principles and practices as applied to public school accounting
- Ability to perform budgeting/accounting analysis and prepare financial reports
- Knowledge of Single Audit and project audit requirements, processes and procedures
- Knowledge of federal grant regulations, including Office of Management and Budget guidelines and regulations
- Proven ability to efficiently and effectively juggle multiple priorities in a demanding office environment
- Ability to use accounting/budgeting software and standard database spreadsheet and word-processing software effectively
- Strong written and oral communication skills
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field.

#### **QUALIFICATIONS**

- Bachelor's degree in accounting or related field;
- Minimum five years' accounting experience.

#### **PREFERRED QUALIFICATIONS**

- Experience in governmental accounting procedures;
- Experience with PeopleSoft accounting and human resource database system
- Experience with federal/state grants and related regulations;
- CPA or MBA preferred.

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Fiscal Services

#### **WORKING CONDITIONS**

The work is performed in a typical office environment.

#### **PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing. Routine timelines in other departments may create the need for overtime work to be performed.

#### **FLSA STATUS**

Exempt

#### **WORK YEAR**

JOB TITLE

JOB DESCRIPTION

260\_\_ Days

Senior Accountant - Grants

**SUMMARY OF FUNCTION**

Works in conjunction with the Director of Grants to support District 11's full scope of grant work, from pre-award to closeout. Assists with fiscal compliance, budget development, and expense allowability for all grants in the Designated Purpose Grants Fund. Serves as a fiscal resource for District staff regarding Federal/State assistance programs, other grant programs and grant applications. Performs complex budgeting, accounting, reconciliation and procurement functions related to grants.

**ESSENTIAL JOB FUNCTIONS**

- Follows procedures to ensure grant expenditures are allowable, allocable, reasonable and adequately documented.
- Liaises with grantees and grantors.
- Ensures all Designated Purpose Grant Fund (Fund 22) accounting charges are monitored and any discrepancies are resolved.
- Assists with the development, review and approval of annual fund allocations and budgets.
- Monitors spend-down of grants.
- Collaborates with director regarding annual planning for all grants and associated budgets to include Proposed and Mid-Year Budgets.
- Collaborates with Food Services, Special Education, and Title 1 Directors on proposed and mid-year budgets.
- Ensures compliance with state/federal laws and regulations and other funded guidelines and instructs District 11 staff regarding grants fiscal compliance.
- Maintains knowledge of legal and regulatory changes related to externally funded programs.
- Ensures compliance with state/federal laws and regulations and other funded guidelines and instructs District 11 staff regarding grants fiscal compliance.
- Analyze budget trends and spend down, implementation of governmental fiscal policy and regulations, interpretation of statutes at the local, state and federal levels, and tracking of multiple funding streams that comprise the Designated Purpose Grants Fund (DPGF), formula and competitive grants, and the General Fund.
- Prepares budget data reports for local, state, and federal agencies.
- Develop and provide formula and competitive grant fund reports to the Director of Grants, Executive Leadership, and external auditors.
- Maintains current knowledge of Generally Accepted Accounting Principles (GAAP), governmental accounting and financial reporting standards as promulgated by the Governmental Accounting Standards Board (GASB), school district finance and budget laws and regulations.
- Drafts original and amended required financial reports to federal and state agencies.
- Provides accurate and timely financial information.
- Prepares and analyzes Full Time Employee (FTE) report to determine accuracy in Budget and HR systems.
- Conducts accounting/financial related activities for all grants in the DPGF including preparation of adopted budget modifications and forecasts.
- Serves as the District Grant Fiscal Point of Contact and assists independent auditors with grant fiscal information required for annual audit.
- Works with grants clerks, project directors, the director of grants and others to resolve financial issues as well as issues related to grants fiscal compliance.
- Oversees the completion of the Schedule of Expenditures of Federal Awards (SEFA) report, including assisting in the preparation of the Comprehensive Annual Financial Report (CAFR) for external auditors.
- Provides monthly major grant spending, spend-down and carryover reports to District administration.
- Work with Grant Director to track potential grants.
- Reconciles sub-recipient report from Colorado Department of Education

JOB TITLE

JOB DESCRIPTION

(CDE) on an annual basis

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Thorough working knowledge and advanced skills in applied governmental accounting principles and practices.
- Working knowledge of federal, state and CDE fiscal policies.
- Knowledge of budgeting/accounting principles and practices as applied to public school accounting.
- Ability to perform budgeting/accounting analysis and prepare financial reports.
- Knowledge of Single Audit and project audit requirements, processes and procedures.
- Knowledge of federal grant regulations, including Office of Management and Budget guidelines and regulations.
- Proven ability to efficiently and effectively juggle multiple priorities in a demanding office environment.
- Ability to use accounting/budgeting software and standard database spreadsheet and word-processing software effectively.
- Strong written and oral communication skills.
- Ability to work cooperatively with others.
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- Bachelor’s degree in accounting or related field.
- Minimum five years’ accounting experience

**PREFERRED QUALIFICATIONS**

- Experience in governmental accounting procedures.
- Experience with PeopleSoft accounting and human resource database system.
- Experience with federal/state grants and related regulations.
- CPA or MBA preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Grants

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing. Routine timelines in other departments may create the need for overtime work to be performed.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Senior Accountant Special Education

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**SUMMARY OF FUNCTION**

Works in conjunction with the Director of Financial services and the Executive Director of Special Education to support District 11's full scope of special education funding, from pre-award to closeout. Assists with fiscal compliance, budget development, and expense allowability resource for Special Education's State/Federal Grants and the various General Fund Programs: SPED Instruction, Speech Language Pathology, Transition, Work Study, Psychology Services, Social Work, Audiology Services, Occupational/Physical Therapy, Behavior Intervention, SPED Preschool and SPED Administration. Performs complex budgeting, accounting, reconciliation and procurement functions related to grants.

**ESSENTIAL JOB FUNCTIONS**

- Follows procedures to ensure grant expenditures are allowable, allocable, reasonable and adequately documented
- Liaises with grantees and granters
- Performs extensive accounting functions for all Special Education (SPED) revenue and expenditure accounts
- Assists with the development, review and approval of annual fund allocations and budgets
- Monitor spend-down of grants
- Collaborates with director regarding annual planning for all grants and associated budgets to include Proposed and Mid-Year Budgets.
- Performs accounting/financial related activities for state/federal grants in SPED including budget modifications and forecasts, expenditure reporting, requesting monthly funds from CDE, and writing/modifying federal narratives and performance reports
- Ensures compliance with state/federal laws and regulations and other funded guidelines and instructs District 11 staff regarding grants fiscal compliance.
- Maintains knowledge of legal and regulatory changes related to externally funded programs.
- Analyzes budget trends and spend down, implementation of governmental fiscal policy and regulations, interpretation of statutes at the local, state and federal levels, and tracking of multiple funding streams that comprise SPED revenue and expenditure accounts.
- Prepares budget data reports for local, state, and federal agencies
- Develops and provides formula and competitive grant fund reports to the Director of Grants, Executive Leadership, and external auditors.
- Maintains current knowledge of Generally Accepted Accounting Principles (GAAP), governmental accounting and financial reporting standards as promulgated by the Governmental Accounting Standards Board (GASB), school district finance and budget laws and regulations
- Drafts original and amended required financial reports to federal and state agencies
- Provides accurate and timely financial information.
- Prepares and analyzes Full Time Employee (FTE) report to determine accuracy in Budget and HR systems
- Serves as the District SPED Grant Fiscal Point of Contact and assists independent auditors with grant fiscal information required for annual audit
- Works with grants clerks, project directors, the director of grants and other stores to resolve financial issues as well as issues related to grant
- Reviews and approves District 11 P-Card statements for SPED P-Card holders
- Serves as the District's SPED Grants Fiscal Point of Contact and assists independent auditors with grant fiscal information required for audits
- Approves invoice payments for SPED's multiple Program expenditures

JOB TITLE

JOB DESCRIPTION

- Assists with purchase orders with Procurement at beginning of the Fiscal year and as needed throughout the year
- Approves budget for all personnel requisitions for multiple SPED Support Programs, in addition to approving budget for all SPED teacher and SPED Paraprofessional personnel requisitions from schools
- Maintains accounting information in accordance with applicable record retention (archive) laws, policies and regulations
- Analyzes General Fund expenditures in SPED for Maintenance of Effort (MOE) requirements for Colorado Department of Education
- Prepares financial information for conversions of FTE to pay for contracted vendors
- Reconciles monthly Time and Effort submissions for Grant staff
- Budgets, monitors and reports IDEA expenditures to CDE for all Charter schools
- Provides monthly major grant spending, spend-down and carry-over reports to District administration
- Works with Grant director to track potential grants

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Thorough working knowledge and advanced skills in applied governmental accounting principles and practices
- Working knowledge of federal, state and COE fiscal policies
- Knowledge of budgeting/accounting principles and practices as applied to public school accounting
- Ability to perform budgeting/accounting analysis and prepare financial reports
- Knowledge of Single Audit and project audit requirements, processes and procedures
- Knowledge of federal

Senior Budget Analyst

**SUMMARY OF FUNCTION**

The Senior Budget Analyst is responsible for providing technical and analytical support to various functions within the Business Services department including assisting in the preparation of the annual budget and its modifications for the Budget and Planning office and for technical work and research needed by the Chief Financial Officer.

**ESSENTIAL JOB FUNCTIONS**

- Maintains budgetary accounting system
- Monitors revenue and expenditures in all funds
- Prepares variance reports and assists budget managers in identifying the cause of significant variances and in the preparation of budget or expenditure transfer requests
- Conducts analysis of expenditures made from state mandated instructional accounts and makes projections related to compliance within required spending levels
- Reviews requests for budget transfers for compliance with Board policy and state laws
- Serves on various hoc committees, including the DAAC Budget Committee, representing the Budget and Planning office or Business Services division
- Researches and prepares various materials and handouts for committee members
- Assists in reviewing adequate budget support for Board approved staffing levels
- Maintains proficiency in use of PeopleSoft Finance software relevant to this position (commitment control, queries, reports)
- Prepares technical and analytical data analysis including projections and forecasts related to school district business, budgeting, and financial issues
- Assists with preparation of materials, information, and reports. May include correlating, editing, organizing, and producing varied and complex projects, using word processing, database, spreadsheets, and desktop publishing software
- Attends budget development meetings with budget managers and provides in-service training as necessary
- Attends Board meetings concerning the District's budget
- Maintains current knowledge of school district finance and budget laws and regulations
- Assists with the development of recommendations to modify budgeting, accounting, and related business procedures
- Assists with the development and maintenance of a system for frequent reporting of relevant budget information for internal and external users, including actual to budget variance reports

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to monitor, analyze, investigate, and resolve issues related to complex and voluminous financial transactions
- Mastery of Microsoft applications specifically Excel and PowerPoint, as well as Microsoft Word
- Ability to keep abreast of developments in related software applications
- Ability to communicate effectively, both orally and in writing
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Bachelor's Degree in Business Administration or other business related field
- Three to five years experience in budget preparation, monitoring, and

JOB TITLE

JOB DESCRIPTION

analysis, and/or accounting for local government entity

- Significant experience using Microsoft Office computer software (Excel, Access, PowerPoint and Word or Word Perfect) to prepare data analysis and publish formal technical reports (such as financial statements, budgets, etc)
- Excellent planning and organizational skills
- Excellent interpersonal skills
- High degree of integrity and discretion in safeguarding confidential information

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Executive Director of Budget and Planning.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to work or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 days

Senior Contract Specialist

**SUMMARY OF FUNCTION**

The Senior Contract Specialist for the Procurement and Contracting Department works independently, with minimum supervision under the Executive Director, Procurement and Contracting, and is directly responsible for complex high-dollar, high-risk contracts. The Senior Contract Specialist will be assigned responsibility to provide professional procurement and contracting support to the District. The position is required to be a warranted contracting officer and a team leader providing technical guidance and directly overseeing work of other contracting officers. A Senior Contract Specialist must have knowledge and experience in benefit plan contracts, medical services, worker's compensation support contracts (medical, physical therapy, prescription, insurance, surveillance), information technology contracting (software, hardware, cloud, firmware); construction and construction services contracting; professional/consultant and other types of service contracting; real property, personal property, supply and equipment purchasing; and, familiarity with educational related procurements to include risk management, healthcare, charter school contracts, human resources, and/or special education contracting requirements. Tasks require highest level of confidentiality.

**ESSENTIAL JOB FUNCTIONS**

- This position works closely with school and administration staff and is expected to provide professional support to accomplish the procurement and contracting needs of the District
  - Ensures procurements and contracts are solicited, awarded and administered in accordance with Colorado Revised Statute, Board of Education Policy and the District's Acquisition Regulation (DAR), as well as Federal Acquisition Regulations, where applicable – understands and can apply specific guidelines and rules to grant-funded contracts (both state and federal) and e-rate funded contracts.
  - Performs work associated with a wide-range of complex contracting methods and contract types to effectively accomplish both competitive and sole source contract actions using source selection methods, "best value" contracting and past performance/price trade-off methods
  - Reviews and evaluates requisitions and purchase requests for a variety of contracts which frequently require special handling provisions or other specialized terms and conditions
  - Develops plans, and determines appropriate method of procurement, i.e., formal advertising or negotiation
- Demonstrates highest ethical standards understanding and performance – is able to prevent and/or resolve conflicts of interest to assure ethical policies are being followed for appropriate contracts or purchases, regardless of funding obligations.
- Ensures appropriate funding and required waivers, certifications, approvals, and compliance have been obtained for purchase requests
  - Reviews previous history, market conditions, and specifications or technical data packages and develops a well-organized, realistic, and sound contracting plan to meet the District's needs
  - Provides guidance in the development of the statement of work; trains, and assists where needed, Contracting Officer's Technical Representatives (COTR's)/Program Managers in the monitoring, evaluation, and troubleshooting of awarded contracts.
  - Resolves problems which limit competition and modifies clauses which discourage Offeror participation
  - Serves as Contracting Officer and displays and applies technical knowledge and skills of the varied markets coupled with sound, contracting methods to ensure timely compliance with District policies and regulations in the planning, solicitation and award of contracts
  - Conducts initial conferences with the contractor to provide information and

clarify standard and special provisions of the contract

- Throughout the life of the contract, maintains liaison with the contractor, Contracting Officer's Technical Representatives (COTR's)/Program Managers to interpret contractual obligations and to resolve problems
- Recommends or issues changes and supplemental agreements to the contract, highlighting conditions which could jeopardize contract performance
- Monitors contractor performance through site visits, correspondence, and procedural analysis ensuring compliance with applicable laws and regulations, performance, and delivery progress, payments, surveillance, liquidated damages, maintenance credits, task ordering, and contractor compliance
- Interprets acquisition policies, guidelines, and commercial practices necessary to provide timely and valid response to procedural questions or problems
- Administers all contracts assigned, from point of solicitation through closeout and records retention, providing appropriate documentation
- Negotiates and prepares contract modifications, proposal analysis, and decision documents
- Receives contractor's proposal based on contract changes and determines extent of price or cost analysis required
- Demonstrates knowledge and skill in post award negotiation techniques with the added difficulty of dealing with a single source situation
- Displays effective communication skills both oral and written and provides contracting advice and assistance to others
- Documents clear, concise, and technically accurate memoranda, letters, decisions, and documents minutes of meetings or reports that support contractual actions or recommendations and distributes in a timely manner
- Effectively represents the interests of the District in a professional manner in meetings and various contacts outside the District on a variety of issues that are partially defined
- Uses tact and diplomacy in orally communicating with others
- Contributes to timely and viable resolution of issues and problems that are complete, effective, coordinated and well-researched
- Establishes effective working relationships and provides accurate advice and assistance to technical or program personnel, and contractor managers whenever information is needed or issues need to be resolved so that contractual actions and products are complete, effective, coordinated, and well-researched
- Demonstrates professional behavior, a positive attitude, and high personal integrity while performing assigned tasks
- Adjusts readily to changing workload
- Promotes total quality management
- Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas
- Embrace continuous improvement processes
- Readily adapts to new situations and changing work environments
- Reviews/evaluates own work processes, methods, and products and seeks to improve his/her own output
- Actively expresses and contributes ideas/suggestions for analysis and implementation
- Demonstrates sensitivity to ideas of fellow workers and supervisors, and participates in and contributes to effective mission accomplishment
- Follows the organization's strategic plan, mission, vision, and values
- Provides timely and quality customer service and support
- Participates in special projects and initiatives and performs special assignments
- In conjunction with Executive Director of Procurement and Contracting, identifies the need for and initiates, special milestones and goals
- Ensures that final product meets stated objectives, addresses pertinent

issues, and reflects an understanding of the impact of the project and/or final product

Demonstrates extensive knowledge of software contracting terms, inclusive of End User License Agreements (EULA's), Terms of Use, Privacy/Confidentiality terms.

Able to negotiate with vendor's attorneys to achieve most favorable terms  
Expertise in state and federal laws with regards to contract terms, including the Federal Acquisition Regulations (FAR)

Provide training for new staff in District, State, and Federal protocols for procurement contracts.

Ability to construct contracting terms and conditions to follow lawful standards set by Federal and State guidelines to meet the needs of the District

Provides guidance on inclusion or deletion of appropriate contract clauses;

Performs risk analysis in selecting appropriate solicitation and contracting documents and approaches

Facilitates proposal evaluation teams, related report-writing, and contract negotiations

Prepares and delivers professional presentations as needed

Takes appropriate actions to meet contract closeout requirements

Processes terminations on defaulted contract efforts, providing justification documentation

Expertise in state and federal laws with regards to contract terms, including the Federal Acquisition Regulations (FAR)

Provide training for new staff in District, State, and Federal protocols for procurement contracts.

Ability to construct contracting terms and conditions to follow lawful standards set by Federal and State guidelines to meet the needs of the District

Provides guidance on inclusion or deletion of appropriate contract clauses;

Performs risk analysis in selecting appropriate solicitation and contracting documents and approaches

Facilitates proposal evaluation teams, related report-writing, and contract negotiations

Prepares and delivers professional presentations as needed

Takes appropriate actions to meet contract closeout requirements

#### **OTHER DUTIES**

- Performs related work as required

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of a wide range of acquisition contracting methods and contract types

- Knowledge of administrative contracting principles, policies, and procedures and regulatory requirements

- Ability to communicate effectively both orally and in writing, as demonstrated through effective negotiations and comprehensive documentation.

- Ability to establish performance goals and assess progress toward their achievement

- Ability to establish effective working relationships with others

- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work

- Ability to apply precedents found in government contracting case law to specific contracting situations to assure that legally binding contracting officer decisions are legally binding, consistent, justifiable and will be upheld if protested or appealed

- Develops queries and evaluates PeopleSoft (financial and contracting) reports to maximize customer support and enhance work efficiencies

JOB TITLE

JOB DESCRIPTION

- Utilizes P-Card (credit card) transaction reports to seek out true contract discount opportunities
- Pursues designated internal training to maximize contracting proficiency
- Knowledge of business practices and market conditions applicable to program and technical requirements
  - Knowledge of the methods and techniques of fact-finding, analysis, and resolution of complex problems, and the ability to develop concrete action plans to solve problems
- Fully conversant in use of electronic internet solicitation system (BIDNET, RMEPS)
- Maximizes pricing mall vendor list, located on procurement office web site, and fully utilizes the end-to-end e-commerce/PeopleSoft solicitations for bid & proposals when implemented
- Ability to properly apply funding rules associated with the obligation of multiple types of appropriations
  - Fully understands and can apply Federal Acquisition Regulations to all contracts
  - Ability to exercise a high degree of independent judgment
- Fully understands Colorado Revised Statues applicable to a wide range of complex contracts types

**QUALIFICATIONS**

- Bachelor’s degree in business administration or related field is preferred. However, an equivalent combination of education and contracting experience is acceptable
- Five years of progressively responsible experience that includes at least three years of government or public school procurement and contracting experience
- Certified Professional Procurement Officer (CPPO) from NIGP, or an equivalent certification offered by a governmental agency or the National Contract Management Association

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Procurement and Contracting.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is primarily performed in a in a typical office environment with periods of time at work-sites, off-site work may be required for pre-bid conferences and to resolve contract administrative matters.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Senior Contract Specialist (FOTC)

**SUMMARY OF FUNCTION**

The Senior Contract Specialist for the Procurement and Contracting Department at Facilities Operations Transportation Campus (FOTC), works independently, with minimum supervision under the Executive Director, Procurement and Contracting, and is directly responsible for complex high-dollar, high-risk contracts. The Senior Contract Specialist will be assigned responsibility to provide professional procurement and contracting support to the Facilities Operations, Transportation Campus and work closely with the Procurement Team at FOTC for MLO funded capital projects who provides team support to the Executive Director. The position is required to be a warranted contracting officer providing technical guidance to the Project Managers assigned to MLO funded projects. The Senior Contract Specialist must have knowledge and experience in construction contracting, construction services contracting; architect and engineering services contracts; professional/consultant contracting (i.e., landscape design, stadium fields, environmental services) and other types of service contracting; real property, personal property, supply and equipment purchasing.

**ESSENTIAL JOB FUNCTIONS**

- This position works closely with the Facility Project Managers/Engineers to define requirements for out sourcing.
- This position works closely with school and administration staff and is expected to provide professional support to accomplish the procurement and contracting needs of the District
- Ensures procurements and contracts are solicited, awarded and administered in accordance with Colorado Revised Statute, Board of Education Policy and the District's Acquisition Regulation (DAR), as well as Federal Acquisition Regulations, where applicable— understands and can apply specific guidelines and rules to grant-funded contracts (both state and federal) and e-rate funded contracts.
- Performs work associated with a wide-range of complex contracting methods and contract types to effectively accomplish both competitive and sole source contract actions using source selection methods, "best value" contracting and past performance/price trade-off methods
- Can work independently and familiar with a wide range of construction contract actions; including Design-Build; Construction Management General Contractor; Construction Management; Design Services; General Construction efforts.
- Reviews and evaluates requisitions and purchase requests for a variety of contracts which frequently require special handling provisions or other specialized terms and conditions
- Develops plans, and determines appropriate method of procurement, i.e., formal advertising or negotiation

- Demonstrates highest ethical standards understanding and performance– is able to prevent and/or resolve conflicts of interest to assure ethical policies are being followed for appropriate contracts or purchases, regardless of funding obligations.
- Ensures appropriate funding and required waivers, certifications, approvals, and compliance have been obtained for purchase requests
- Reviews previous history, market conditions, and specifications or technical data packages and develops a well-organized, realistic, and sound contracting plan to meet the District's needs
- Provides guidance in the development of the statement of work; trains, and assists where needed, Contracting Officer's Technical Representatives (COTR's)/Program Managers in the monitoring, evaluation, and trouble-shooting of awarded contracts.
- Resolves problems which limit competition and modifies clauses which discourage Offeror participation
- Serves as Contracting Officer and displays and applies technical knowledge and skills of the varied markets coupled with sound, contracting methods to ensure timely compliance with District policies and regulations in the planning, solicitation and award of contracts
- Conducts initial conferences with the contractor to provide information and clarify standard and special provisions of the contract
- Throughout the life of the contract, maintains liaison with the contractor, Contracting Officer's Technical Representatives (COTR's)/Program Managers to interpret contractual obligations and to resolve problems
- Recommends or issues changes and supplemental agreements to the contract, highlighting conditions which could jeopardize contract performance
- Monitors contractor performance through site visits, correspondence, and procedural analysis ensuring compliance with applicable laws and regulations, performance, and delivery progress, payments, surveillance, liquidated damages, maintenance credits, task ordering, and contractor compliance
- Interprets acquisition policies, guidelines, and commercial practices necessary to provide timely and valid response to procedural questions or problems
- Administers all contracts assigned, from point of solicitation through closeout and records retention, providing appropriate documentation
- Negotiates and prepares contract modifications, proposal analysis reports (PAR), and decision documents
- Receives contractor's proposal based on contract changes and determines extent of price or cost analysis required

- Demonstrates knowledge and skill in post award negotiation techniques with the added difficulty of dealing with a single source situation
- Displays effective communication skills both oral and written and provides contracting advice and assistance to others
- Documents clear, concise, and technically accurate memoranda, letters, decisions, and documents minutes of meetings or reports that support contractual actions or recommendations and distributes in a timely manner
- Effectively represents the interests of the District in a professional manner in meetings and various contacts outside the District on a variety of issues that are partially defined
- Uses tact and diplomacy in orally communicating with others
- Contributes to timely and viable resolution of issues and problems that are complete, effective, coordinated and well-researched
- Establishes effective working relationships and provides accurate advice and assistance to technical or program personnel, and contractor managers whenever information is needed or issues need to be resolved so that contractual actions and products are complete, effective, coordinated, and well-researched
- Demonstrates professional behavior, a positive attitude, and high personal integrity while performing assigned tasks
- Adjusts readily to changing workload
- Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas
- Embrace continuous improvement processes
- Readily adapts to new situations and changing work environments
- Reviews/evaluates own work processes, methods, and products and seeks to improve his/her own output
- Actively expresses and contributes ideas/suggestions for analysis and implementation
- Demonstrates sensitivity to ideas of fellow workers and supervisors, and participates in and contributes to effective mission accomplishment
- Follows the organization's strategic plan, mission, vision, and values
- Provides timely and quality customer service and support
- Participates in special projects and initiatives and performs special assignments
- In conjunction with Executive Director of Procurement and Contracting, identifies the need for and initiates, special milestones and goals
- Ensures that final product meets stated objectives, addresses pertinent issues, and reflects an understanding of the impact of the project and/or final product

- Provides guidance on inclusion or deletion of appropriate contract clauses;
- Performs risk analysis in selecting appropriate solicitation and contracting documents and approaches
- Facilitates proposal evaluation teams, related report-writing, and contract negotiations
- Prepares and delivers professional presentations as needed
- Takes appropriate actions to meet contract closeout requirements
- Processes terminations on defaulted contract efforts, providing justification documentation to the Executive Director for final approval as required by DAR.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of acquisition strategies for construction contracts and the contract administration thereof
- Knowledge of a wide range of acquisition contracting methods and contract types
- Knowledge of administrative contracting principles, policies, and procedures and regulatory requirements
- Ability to work independently with minimal supervision
- Ability to collaborate with various customers to meet contract requirements and outcomes
- Ability to communicate effectively both orally and in writing, as demonstrated through effective negotiations and comprehensive documentation.
- Ability to establish performance goals and assess progress toward their achievement
- Ability to establish effective working relationships with others
- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work
- Utilizes P-Card (credit card) transaction reports to seek out true contract discount opportunities
- Pursues designated internal training to maximize contracting proficiency
- Knowledge of business practices and market conditions applicable to program and technical requirements
- Knowledge of the methods and techniques of fact-finding, analysis, and resolution of complex problems
- Fully conversant in use of electronic internet solicitation system (e.g. Bonfire, RMEPS, D11 Blackboard)
- High understanding of sourcing solutions available through procurement cooperatives (i.e., stadium turf, paper, buses)

- Ability to properly apply funding rules associated with the obligation of multiple types of appropriations
- Ability to exercise a high degree of independent judgment
- Fully understands Colorado Revised Statutes applicable to procurement and a wide range of complex contracts types

**QUALIFICATIONS**

- Bachelor's degree in business administration or related field is preferred. However, an equivalent combination of education and contracting experience is acceptable
- Five years of progressively responsible experience from government or public school procurement is preferred
- Five years of experience in government (federal or local) construction contracting working with RFQs and RFPs is highly desired.
- Certified Professional Procurement Officer (CPPO) from NIGP, or an equivalent certification offered by a governmental agency or the National Contract Management Association

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Procurement and Contracting.

**WORKING CONDITIONS**

The work is performed mostly in a typical office environment. Field site visits and pre-proposal project visits are required and an essential part of this job. This may include climbing onto roofs or into tunnels, or crawl spaces as needed.

**PHYSICAL DEMANDS**

The work is primarily performed in a in a typical office environment with periods of time at work-sites, off-site work may be required for pre-bid conferences and to resolve contract administrative matters.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Senior Contract Specialist - FOTC

**SUMMARY OF FUNCTION**

The Senior Contract Specialist for the Procurement and Contracting Department at Facilities Operations Transportation Campus (FOTC), works independently, with minimum supervision under the Executive Director, Procurement and Contracting, and is directly responsible for complex high-dollar, high-risk contracts. The Senior Contract Specialist will be assigned responsibility to provide professional procurement and contracting support to the Facilities Operations, Transportation Campus and work closely with the Procurement Team at FOTC for MLO funded capital projects who provides team support to the Executive Director. The position is required to be a warranted contracting officer providing technical guidance to the Project Managers assigned to MLO funded projects. The Senior Contract Specialist must have knowledge and experience in construction contracting, construction services contracting; architect and engineering services contracts; professional/consultant contracting (i.e., landscape design, stadium fields, environmental services) and other types of service contracting; real property, personal property, supply and equipment purchasing.

**ESSENTIAL JOB FUNCTIONS**

- This position works closely with the Facility Project Managers/Engineers to define requirements for out sourcing.
- This position works closely with school and administration staff and is expected to provide professional support to accomplish the procurement and contracting needs of the District
- Ensures procurements and contracts are solicited, awarded and administered in accordance with Colorado Revised Statute, Board of Education Policy and the District's Acquisition Regulation (DAR), as well as Federal Acquisition Regulations, where applicable— understands and can apply specific guidelines and rules to grant-funded contracts (both state and federal) and e-rate funded contracts.
- Performs work associated with a wide-range of complex contracting methods and contract types to effectively accomplish both competitive and sole source contract actions using source selection methods, "best value" contracting and past performance/price trade-off methods
- Can work independently and familiar with a wide range of construction contract actions; including Design-Build; Construction Management General Contractor; Construction Management; Design Services; General Construction efforts.
- Reviews and evaluates requisitions and purchase requests for a variety of contracts which frequently require special handling provisions or other specialized terms and conditions
- Develops plans, and determines appropriate method of procurement, i.e., formal advertising or negotiation

- Demonstrates highest ethical standards understanding and performance– is able to prevent and/or resolve conflicts of interest to assure ethical policies are being followed for appropriate contracts or purchases, regardless of funding obligations.
- Ensures appropriate funding and required waivers, certifications, approvals, and compliance have been obtained for purchase requests
- Reviews previous history, market conditions, and specifications or technical data packages and develops a well-organized, realistic, and sound contracting plan to meet the District's needs
- Provides guidance in the development of the statement of work; trains, and assists where needed, Contracting Officer's Technical Representatives (COTR's)/Program Managers in the monitoring, evaluation, and trouble-shooting of awarded contracts.
- Resolves problems which limit competition and modifies clauses which discourage Offeror participation
- Serves as Contracting Officer and displays and applies technical knowledge and skills of the varied markets coupled with sound, contracting methods to ensure timely compliance with District policies and regulations in the planning, solicitation and award of contracts
- Conducts initial conferences with the contractor to provide information and clarify standard and special provisions of the contract
- Throughout the life of the contract, maintains liaison with the contractor, Contracting Officer's Technical Representatives (COTR's)/Program Managers to interpret contractual obligations and to resolve problems
- Recommends or issues changes and supplemental agreements to the contract, highlighting conditions which could jeopardize contract performance
- Monitors contractor performance through site visits, correspondence, and procedural analysis ensuring compliance with applicable laws and regulations, performance, and delivery progress, payments, surveillance, liquidated damages, maintenance credits, task ordering, and contractor compliance
- Interprets acquisition policies, guidelines, and commercial practices necessary to provide timely and valid response to procedural questions or problems
- Administers all contracts assigned, from point of solicitation through closeout and records retention, providing appropriate documentation
- Negotiates and prepares contract modifications, proposal analysis reports (PAR), and decision documents
- Receives contractor's proposal based on contract changes and determines extent of price or cost analysis required

- Demonstrates knowledge and skill in post award negotiation techniques with the added difficulty of dealing with a single source situation
- Displays effective communication skills both oral and written and provides contracting advice and assistance to others
- Documents clear, concise, and technically accurate memoranda, letters, decisions, and documents minutes of meetings or reports that support contractual actions or recommendations and distributes in a timely manner
- Effectively represents the interests of the District in a professional manner in meetings and various contacts outside the District on a variety of issues that are partially defined
- Uses tact and diplomacy in orally communicating with others
- Contributes to timely and viable resolution of issues and problems that are complete, effective, coordinated and well-researched
- Establishes effective working relationships and provides accurate advice and assistance to technical or program personnel, and contractor managers whenever information is needed or issues need to be resolved so that contractual actions and products are complete, effective, coordinated, and well-researched
- Demonstrates professional behavior, a positive attitude, and high personal integrity while performing assigned tasks
- Adjusts readily to changing workload
- Accepts responsibility and accountability willingly, shows willingness to learn new work methods and try new ideas
- Embrace continuous improvement processes
- Readily adapts to new situations and changing work environments
- Reviews/evaluates own work processes, methods, and products and seeks to improve his/her own output
- Actively expresses and contributes ideas/suggestions for analysis and implementation
- Demonstrates sensitivity to ideas of fellow workers and supervisors, and participates in and contributes to effective mission accomplishment
- Follows the organization's strategic plan, mission, vision, and values
- Provides timely and quality customer service and support
- Participates in special projects and initiatives and performs special assignments
- In conjunction with Executive Director of Procurement and Contracting, identifies the need for and initiates, special milestones and goals
- Ensures that final product meets stated objectives, addresses pertinent issues, and reflects an understanding of the impact of the project and/or final product

- Provides guidance on inclusion or deletion of appropriate contract clauses;
- Performs risk analysis in selecting appropriate solicitation and contracting documents and approaches
- Facilitates proposal evaluation teams, related report-writing, and contract negotiations
- Prepares and delivers professional presentations as needed
- Takes appropriate actions to meet contract closeout requirements
- Processes terminations on defaulted contract efforts, providing justification documentation to the Executive Director for final approval as required by DAR.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of acquisition strategies for construction contracts and the contract administration thereof
- Knowledge of a wide range of acquisition contracting methods and contract types
- Knowledge of administrative contracting principles, policies, and procedures and regulatory requirements
- Ability to work independently with minimal supervision
- Ability to collaborate with various customers to meet contract requirements and outcomes
- Ability to communicate effectively both orally and in writing, as demonstrated through effective negotiations and comprehensive documentation.
- Ability to establish performance goals and assess progress toward their achievement
- Ability to establish effective working relationships with others
- Ability to adjust work operations and program objectives to meet emergencies, changing programs, or production requirements with minimum sacrifice of quality or quantity of work
- Utilizes P-Card (credit card) transaction reports to seek out true contract discount opportunities
- Pursues designated internal training to maximize contracting proficiency
- Knowledge of business practices and market conditions applicable to program and technical requirements
- Knowledge of the methods and techniques of fact-finding, analysis, and resolution of complex problems
- Fully conversant in use of electronic internet solicitation system (e.g. Bonfire, RMEPS, D11 Blackboard)
- High understanding of sourcing solutions available through procurement cooperatives (i.e., stadium turf, paper, buses)

- Ability to properly apply funding rules associated with the obligation of multiple types of appropriations
- Ability to exercise a high degree of independent judgment
- Fully understands Colorado Revised Statutes applicable to procurement and a wide range of complex contracts types

**QUALIFICATIONS**

- Bachelor's degree in business administration or related field is preferred. However, an equivalent combination of education and contracting experience is acceptable
- Five years of progressively responsible experience from government or public school procurement is preferred
- Five years of experience in government (federal or local) construction contracting working with RFQs and RFPs is highly desired.
- Certified Professional Procurement Officer (CPPO) from NIGP, or an equivalent certification offered by a governmental agency or the National Contract Management Association

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Procurement and Contracting.

**WORKING CONDITIONS**

The work is performed mostly in a typical office environment. Field site visits and pre-proposal project visits are required and an essential part of this job. This may include climbing onto roofs or into tunnels, or crawl spaces as needed.

**PHYSICAL DEMANDS**

The work is primarily performed in a in a typical office environment with periods of time at work-sites, off-site work may be required for pre-bid conferences and to resolve contract administrative matters.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Senior Director of Schools

**SUMMARY OF FUNCTION**

Supervision of Alternative School Principals, Digital/On-line Principal and Adult Education Director and functions of the schools. Oversees staff development, is responsible for administrator evaluations, budgeting. Responsible for assessing needs, data collection and analysis, and designing programs to increase student achievement. Will oversee the development of the Career and Technical Education Alternative School.

**ESSENTIAL JOB FUNCTIONS**

- Directs and oversees the operations of designated schools, implements appropriate processes to develop policies, functional goals and objectives
- Directs and supervises sub-units and level teams to ensure compliance with overall goals
- Develops programs and oversees the implementation of special programs as required
- Utilizes the accountability process and involves and reports to parents as appropriate
- Evaluates and supervises staff in meeting academic needs
- Directs professional staff in aligning curriculum and instruction to support standards
- Oversees, develops and trains staff
- Sets priorities and establishes programs
- Serves on district committees and special project groups as needed
- Prepares and generates related reports and documentation of administrative activities
- Represents Alternative Schools, Digital/On-line, and Adult Education in outside activities
- Attends/supervises extracurricular student activities and functions
- Manages school facilities and develops disaster, safety, crisis and evacuation plans
- Promotes security of buildings
- Monitors Alternative Schools, Digital/On-Line, and Adult Education budgets and allocates internal funds that are aligned with the District Business Plan and School Improvement Plans
- Develops and markets the Alternative Schools, Digital/On-line, and Adult Education programs
- Will oversee the development of the Career and Technical Education Alternative School
- Responsible for overseeing program efficiency and required state and district compliance records
- Supports staff in curriculum and professional development and in coordinating and implementing special projects

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrated ability to provide avenues of success for all students
- Classroom teaching and contractual administrative leadership experience, preferably at the level of the posted position
- Demonstrated ability to provide visionary leadership and develop instructional goals to increase student achievement and professional growth of all employees in cooperation with Alternative Schools, Digital/On-line school and Adult Education Principals
- Demonstrated knowledge of the applications of technology in the instructional learning environment
- Demonstrate ability to oversee the implementation of school discipline models
- Ability to communicate and mediate effectively with students, parents, staff and the community to ensure a safe and productive learning environment of continuous improvement

JOB TITLE

JOB DESCRIPTION

OTHER DUTIES

- Performs related duties as assigned

QUALIFICATIONS

- Master's degree in education or education-related field
- Valid Colorado Initial or Professional School Principal License required
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position)
- Alternative School and on-line experience and expertise in multiple disciplines (e.g. core content, Career and Technical Education, Alternative Instructional Delivery) preferred

ORGANIZATIONAL RELATIONSHIPS

- Reports to Executive Director - K-12 Schools
- Supervises Alternative Schools, Digital/On-line, Adult Education
- Interacts with and focuses on students and customers

WORKING CONDITIONS

Work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. The work requires the use of a computer; lift and carry up to 20 pounds; climb stairs, bend, reach, hold grasp and turn objects.

FLSA STATUS

Exempt

WORK YEAR

226 Days

## JOB TITLE

## JOB DESCRIPTION

Senior Executive Director of Fiscal Services

**SUMMARY OF FUNCTION**

Oversee financial functions of the District including financial reporting, budgeting, position control, debt administration, accounts payable, accounts receivable, internal audit, payroll and fixed assets. The Senior Executive Director of Fiscal Services works on a leadership team that supports District Strategy and collaboratively solves problems.

**ESSENTIAL JOB FUNCTIONS**

- Supervises the Department of Fiscal Services (incl. Payroll) and Budget Department in its daily operations
- Manages accounting plans and procedures to include chart of accounts for District's fund accounting
- Coordinates the development of Annual Comprehensive Financial Reports (ACFR), including audit work paper preparation.
- Coordinates development of the districts budget to include the proposed, adopted, mid-year supplemental and other supplemental budgets as needed.
- Acts as liaison to the Board's Audit Committee and external auditors as necessary
- Responsible for the District's cash management programs, including investments of District's funds in accordance with Board policy and state statutes
- Ensure compliance with **GASB** standards for governmental accounting, as well as any other relevant tax laws, financial regulations, and industry standards.
  
- Prepares the cash flow analyses (actual and budget) and oversees cash flow borrowing to meet financial obligations as required
- Reviews interim financial reports on a monthly & quarterly basis for submission to the Board of Education & other stakeholders
- Oversees the District Financial Transparency website in accordance with State statutes
  
- Prepares reconciliation of financial accounts as needed
- Assists departments/functions with accounts and balances
- Responsible for the District's financial records retention to include the system for efficient assimilation, reproduction and retention
- Prepares reports and monitors compliance with revenue and spending limitations and pledging requirements contained in Article X, Section 20 of the Colorado Constitution (Amendment 1) limitations and calculations affecting a variety of accounting and financial reporting applications
  
- Supervises reconciliation of the District's cash accounts, including balancing, reporting and administration
- Monitors internal controls and safeguarding of assets issues and makes recommendations for improvements to Deputy Superintendent/Chief Financial Officer
- Supervises internal audit and school financial training
- Develops, implements and maintains accounting/finance related policies and procedures
- Acts as a liaison to schools and departments regarding a wide variety of accounting and payroll matters and works to cooperatively provide a system of accountability and efficiency
- Responsible for CDE-3, CDE-18, CDE-40 and various other state mandated reports for timely submission to the Colorado Department of Education
- Develops budget calendar, budget development guidelines, budget training and budget monitoring control, reporting systems, and procedures for adoption of the budget
- Ensures that effective position control methods are used in conjunction with the development and administration of the budget
- Prepares all board agenda items related to budget activities and makes

presentations to the Board of Education and other external and internal groups

- Prepares or assists in the preparation of budget requests, project, or program proposals and spending and revenue projections
- Arranges for and supervises the preparation, publication, and distribution of budget documents
- Responsible to develop policy recommendations regarding budget and planning issues
- Develops recommendations for improving the financial and business management within the District, including budget development methods, format, and presentation
- Coordinates, processes, and controls transfer of budget within the constraints of policy and administrative regulations
- Monitors and remains familiar with the Colorado School Finance laws, regulations, legislative proposals, and governmental accounting practices
- Develops finance modules to support long-range planning efforts and maintains a three to five year budget forecast for critical funds or segments of the budget

#### **OTHER DUTIES**

- Performs related duties as assigned

#### **KNOWLEDGE, ABILITIES, AND SKILLS**

- Mastery of accounting principles and practices as applied to the financial management& reporting of public schools
- Knowledge of computerized accounting and financial management systems
- Ability to direct accounting and financial reporting functions of the District
- Ability to supervise the work of technical and support staff
- Ability to use standard spreadsheet software fluently
- Ability to communicate effectively
- Ability to lead the work of teams, committees and work groups
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field
- Ability to act ethically and responsibly in all financial matters
- Mastery of budgeting and accounting principles and practices as applied to public school finance and budgeting
- Knowledge of state laws, rules, and regulations governing budgetary and related aspects of Colorado school administration
- Ability to direct the budget development and administration program of the District
- Ability to perform sound budgetary analysis and take or recommend appropriate actions regarding budgetary matters

#### **QUALIFICATIONS**

- Bachelor's degree in accounting or related field
- Certified Professional Accountant and/or MBA
- Five years of progressively responsible experience in accounting, government preferred

#### **ORGANIZATIONAL RELATIONSHIPS**

Reports to Deputy Superintendent/Chief Financial Officer and supervises staff of the Fiscal Services and Budget Departments.

#### **WORKING CONDITIONS**

The work is performed in a typical office environment.

#### **PHYSICAL DEMANDS**

JOB TITLE

JOB DESCRIPTION

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

Senior Executive Director of Talent Management

### **SUMMARY OF FUNCTION**

The Senior Executive Director of Talent Management (EDTM) is the district's lead administrator for human talent and workplace climate and culture. The EDTM creates, communicates, and implements the district's vision, mission, strategic plan, and overall organizational direction for the workplace and the workforce and ensures the delivery of professional HR guidance and seamless HR support. The EDTM provides leadership to the Human Resources team, ensuring the strategic HR work is focused on prioritizing serving schools and departments, with a continuous recognition that this service directly impacts student growth and achievement, engagement, and enrollment.

### **ESSENTIAL JOB FUNCTIONS**

The following statements of essential functions and responsibilities describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

#### **Talent Acquisition**

- Responsible for the development and delivery of effective staffing and talent strategies for human capital management (recruitment, selection, and retention) that align with district goals and initiatives.
- Develop and implement national best practice strategies to support effective human capital management practices.
- Develop and implement human resources policies that strengthen the ability of schools and departments to attract and retain the best educators.
- Develop and execute best-in-class recruitment strategies for key positions across D11, with a focus on teachers, to ensure an adequate pipeline for known and anticipated vacancies.
- Analyze hiring trends, legislative developments, and new innovations and their relevance to the District's personnel objectives.
- Identify key talent metrics and trends for the district and create cadence of reporting.
- Lead development of strategic hiring practices to ensure timely and accurate systems to support a positive candidate experience.

#### **Growth, Performance, Climate and Culture**

- Designs and implements programs that are in line with district goals and promote productivity, consistency, and growth.
- Lead the district's efforts to enhance workplace culture and workforce satisfaction and engagement.
- Coordinate annual employee engagement surveys, in collaboration with the Superintendent, other senior leaders, and the communications department.
- Execute continuous improvement cycles to ensure service to schools is supportive and impactful.
- Provide training and resources to schools and departments in support of employee engagement.

#### **Labor and Employee Relations**

- Responsible for overall employee relations for the District and ensures effective, timely communication.
- Direct the investigation of employee complaints and grievances and recommend corrective actions for conduct and/or performance related violations.
- Oversee the management of the grievance process.
- Collaborate with multiple parties to resolve employee issues and provide an environment of support and open communication with all employees; listen to employee concerns regarding workplace issues and provide pathways to

resolution for employee concerns.

- Act to protect all interests during cases of discipline, termination, or non-renewal of employees.
- Direct resolution of personnel and labor relations matters, ensuring that actions are acceptable and consistent with District policy and practices, applicable bargaining agreements, and state and federal employment laws.
- Monitor all employment practices and job assignments to ensure equity in staff placement, fair treatment of all employees and compliance with applicable law.
- Oversee the management and administration of the District collective bargaining agreements/labor contracts in accordance with state and federal laws, Board policies and negotiated agreements.
- Provide advice and counsel to administrators, licensed and education support professional staff regarding labor relations concerns.
- Establish and maintain relationships with association representatives and meet with them in appropriate forums to problem solve and update practices.
- Participate in needed aspects of collective bargaining negotiations.
- Support Education Support Professionals and Executives/Professional meet and confer processes.
- Provide interpretation of existing business rules and practices for both negotiated and non-negotiated classifications.

#### **Compensation**

- Lead compensation strategy and decision-making on behalf of the District
- Ensure that the District is competitive in the market by leading efforts to regularly analyze data and information with regard to compensation programs.
- Establish salary schedules in collaboration with the Chief Resource Officer and Director of Compensation and recommend appropriate compensation for all employees.
- Ensure the District maintains an effective system of developing, reviewing, and revising job descriptions.

#### **Operations**

- Ensure HR systems serve the needs of the district and advise on the acquisition and implementation of any new HR tools and systems.
- Maintain, evaluate, and revise internal process documentations to increase efficiency of HRIS' system to ensure the short-term & long-term sustainability and scalability meets current and future business needs.
- Participate in business process redesign efforts to continuously improve departmental and organizational practices, including efficient use of revenue expenditures.
- Collaborate with district leaders and principals in the selection/development of appropriate benchmark HR data and reports needed to guide HR practices and stakeholder needs.
- Analyze various data and coordinate district-wide, departmental, and school-based reporting and delivery. Provide user support related to report use and interpretation.

#### **Strategy**

- Serve as a key advisor to the Cabinet and the Superintendent.
- Provide consultative and advisory services to district leaders and teams
- Provide feedback and direction to the board's strategic objectives in support of the district's strategic priorities.
- Provide input to District leadership regarding training and staff education around Human Resources topics
- Maintain an understanding of evolving topics and regulations in Human Resources strategic work to ensure compliance and alignment to district goals, resulting in positive employee well-being
- Manage budgets, staff, and operational resources to maximize HR responsiveness.

#### **OTHER DUTIES**

Perform other duties as assigned and/or those described in Board Policy, as may be amended from time to time.

**KNOWLEDGE, ABILITIES AND SKILLS**

Must demonstrate the following:

- Proven skills and knowledge to supervise, manage and develop teams.
- Excellent oral and written communication and interpersonal relation skills.
- Ability to communicate effectively with various stakeholders.
- Provide excellent customer service on human resources issues
- Demonstrated strong project management skills.
- English language skills required.
- Critical thinking and problem solving skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Knowledge of human resources principles and practices as applied to the overall management of human resources services in a large public school system.
- Knowledge of principles, practices and methods of compensation structure, research and analysis, benefits, program management, and employee relations.
- Knowledge of State and Federal laws, statutes, rules, codes, and regulations governing human resources functions.
- Ability to prepare, maintain, and review human resources personnel files, records, reports, and documentation.
- Advanced operating knowledge of and experience with software programs including, but not limited to Google Suite, Microsoft Office and PeopleSoft Human Resources Management System, with the ability to learn new complex systems.

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

**Education & Training:**

- Master's degree in human resources, educational leadership, or related field.
- Minimum of seven to ten years of combined experience in administration and human resource management required.
- Experience in managing human resource functions for a K-12 system is preferred.
- Certification as a Senior Professional in Human Resources (SHRM-SPHR) is preferred.
- AASPA Certification preferred.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Organizational Relationships**

Reports to and is evaluated by the Chief Resource Officer. Supervises staff of the department

**Span of Control:** Supervises approximately 6-8 employees. Carries out supervisory responsibilities in accordance with the organizations policies and applicable laws. Responsibilities include interviewing, hiring and training employees; planning, assigning and directing work; appraising performance; rewarding and disciplining employees and addressing complaints and resolving problems.

**Certificates, Licenses, & Registrations:**

JOB TITLE

JOB DESCRIPTION

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- Human Resources professional certification strongly preferred.

**OTHER WORK FACTORS**

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

The work is mostly sedentary with periods of light physical activity. While performing the duties of this job, the employee is occasionally required to stand, climb, or balance, stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 25 pounds, bend, reach, hold, grasp and turn objects and use fingers to operate a computer keyboard. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**Work Environment**

While performing the duties of this job, the employee will work primarily in a usual office or school environment. This job may be performed remotely in the event that students are unable to be physically present in school due to school or district decision, external mandates or orders, or other school closure. Remote work is not otherwise considered reasonable accommodation.

**Mental Functions**

While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

**Work Year**

260 days

**FLSA Status**

Exempt

Senior Executive Director, Information Technology

### **SUMMARY OF FUNCTION**

The Senior Executive Director of Information Technology (SED-IT) plays a crucial role in shaping and advancing the information technology landscape for Colorado Springs School District 11 (D11). Responsible for envisioning and managing IT initiatives, the SED-IT provides visionary leadership to develop and implement cutting-edge technologies. Collaborating closely with stakeholders, the SED-IT is committed to enhancing student achievement in alignment with a dynamic Future-Ready Education environment.

In this role, the SED-IT is dedicated to driving cost-effective solutions that optimize district and school operations, improving the overall efficiency of business processes in accordance with the district's strategic plan. The SED-IT oversees the planning and implementation of enterprise information systems. These systems support both distributed and centralized student and business operations, ensuring a seamless and cost-effective IT infrastructure amid the ever-evolving technical landscape.

The SED-IT's responsibilities extend to achieving greater efficiency in enterprise-wide IT operations, navigating the challenges presented by constant technological advancements. Embracing innovation and strategic planning, the SED-IT ensures that D11 remains at the forefront of educational technology, fostering an environment that propels student success and supports the district's overall mission.

### **ESSENTIAL JOB FUNCTIONS**

- Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
- Leads strategic, operational and tactical planning for the development, evaluation, and coordination of the information and technology systems.
- Directs the continuous delivery and operation of integrated student and administrative information systems as well as multiple information and communications systems and projects, including voice, data, student and business systems, and office automation.
- Champions a culture of cybersecurity awareness and adherence to best practices throughout the organization, ensuring all staff are educated and equipped to mitigate cyber risks.
- Directs the development and implementation of robust cybersecurity measures to safeguard D11's information assets, including sensitive student and administrative data.
- Directs, supervises and evaluates department staff in terms of their performance responsibilities and productivity in achieving the district's priorities and results.

### **ESSENTIAL JOB FUNCTIONS (continued)**

- Coordinates with appropriate D11 staff on information systems, communications, and student management systems initiatives and serve as the principal advisor to the Superintendent, Area Superintendents, and Executive Cabinet in IT matters.
- Leads the re-engineering and continuous improvement of D11 business processes, related data systems and IT infrastructures to achieve more productive, efficient, and valuable use of information and technology-based instructional and administrative investments within D11.
- Evaluates, selects, implements and maintains information systems, ensuring appropriate investment in strategic and operational systems.
- Approves, coordinates, and controls all projects related to selection, acquisition, development and installation of major information systems for D11.
- Develops and maintains IT policies and standards relating to the acquisition, implementation, and operation of information technology and

communication systems.

- Negotiates IT service level agreements with user organizations and monitor IT systems performance to and hold IT staff accountable for meeting those service levels.
- Develops and enforces policy and procedures to ensure the protection of IT assets and the integrity, security and privacy of information entrusted to or maintained by D11 information systems.
- Develops and maintains an enterprise-wide information system recovery plan to ensure timely and effective restoration of IT services in the event of a disaster.
- Creates and maintains the annual operating and capital budgets for IT operations consistent with district plans and established financial guidelines.
- Develops and maintains policies and standards for minimizing costs related to the acquisition, implementation and operation of IT systems.
- Develops and implements appropriate IT governance processes to ensure that tactical IT priorities make effective use of resources to meet evolving district needs.
- Keeps the Superintendent informed about the status of projects, issues, and incidents that require attention.
- Follows the district's policies and procedures as related to fixed assets.
- Develops leadership in subordinates.
- Manifests a professional code of ethics and values.

#### **OTHER DUTIES**

- Performs related duties as assigned.

#### **QUALIFICATIONS**

- Master's degree in Information Technology, Business Administration or a related field, or other evidence of substantial relevant knowledge is desirable.
- Five or more years of experience in a K-12 setting is preferred.
- Experience should also include exposure to in-house and outsourced systems, multiple hardware platforms, and integrated information and communications systems.
- Current experience with the implementation and management of computer network environments and enterprise student information systems, and enterprise resource planning systems.
- Demonstrated success working with and through people at all levels of the organization in establishing goals, objectives and action plans to produce expected results.

#### **KNOWLEDGE, SKILLS, AND ABILITIES**

- Ability to envision new ways to leverage technology to improve the performance of core business processes, including those directly related to educational service delivery and those more directly related to operations regardless of industry.
- Ability to build the business case and project plans for IT initiatives.
- Ability to establish and manage vendor relationships to meet the needs of D11 technology users.
- Ability to establish key metrics and measures of department performance in the achievement of D11 goals.
- Knowledge of sound business principals and techniques of administration, organization, and management to include an in-depth understanding of the key business issues that exist in K-12 education including strategic and operational planning, personnel administration, federal, state, and local laws, financial and cost analysis, and trends in K-12 education.
- Demonstrates an understanding of the systems design and development process, including requirements analysis, feasibility studies, software design, programming, pilot testing, installation, training, evaluation, and operational management.

JOB TITLE

JOB DESCRIPTION

- Proven skills in written and verbal communication, negotiating with vendors, contractors, and others, budget preparation and monitoring, planning and organizing.
- Demonstrates ability to relate to all levels of the user community, set and manages priorities, comprehends complex technical subjects, and translate technical language to lay audiences.

**REPORTS TO**

Chief Operations Officer

**JOB GOAL**

To provide vision and leadership for developing, implementing and managing information technology initiatives and functions that improve student achievement, the cost effectiveness of district and school operations and the efficiency of business processes.

**SUPERVISES**

- Director, Digital Solutions
- Director, Network Services
- Director, Technical and Support Services
- Administrative Assistant

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity.

**WORK YEAR**

260-day work year

**FLSA STATUS**

Exempt

Senior Grants Specialist

**SUMMARY OF FUNCTIONS**

The Senior Grants Specialist works independently, with minimum supervision under the Director of Grants, and is an essential member of the District 11 Grants Department, performing administrative, financial and other technical duties across the full grant cycle. The Senior Grants Specialist manages an evolving portfolio of complex grants. To accommodate the oft-changing portfolio's terms and conditions, the Senior Grants Specialist understands federal Uniform Guidance (2 CFR 200), Education Department General Administrative Regulations (EDGAR), other US agencies' regulations, state regulations, and other relevant grant-specific guidelines/terms as well as D11 Board of Education policies and applies this knowledge to ensure compliance and to support project directors to maximize the value and impact of D11 grants, both fiscally and programmatically, and as aligned to the D11 strategic plan. The position is well-versed in basic accounting practices.

The position performs a wide range of tasks related to budgeting, accounting / bookkeeping, reconciliation and procurement functions and will produce financial reports and resolve financial issues. He/she identifies and resolves irregularities in grant fiscal records by using techniques such as reconciliation of expenditures to PeopleSoft queries, verification of time and effort documentation to payroll reports, and documentation / verification of match and program income / expenditures to PeopleSoft, etc. The specialist supports the Director of Grants in analyzing budget trends and spenddown of assigned grants. She/he is a budgeting master and can coach project directors / teams through the budgeting process. This position ably keeps the "big picture" in mind while focusing on the details. The position is comfortable researching grants issues and taking on other duties that the director or the grants business manager may assign.

**ESSENTIAL JOB FUNCTIONS**

- Works independently at a consistent, high level of performance and as an effective member of a work team with strong collaboration skills
- Able to juggle multiple priorities effectively and efficiently with a high degree of accuracy
- Maintains current knowledge of 2 CFR 200, EDGAR and other grant regulations and funder-specific terms as well as D11 policies and procedures and interprets this information to determine effective and compliant grants management procedures
- Analyzes complex grants to determine what processes need to be developed or customized to ensure efficient, effective and compliant management
- Manages the new grant launch and close-out process for assigned grants
- Develops and revises budgets and scopes of work in concert with project directors to support effective and compliant grant implementation and spenddown and updates business manager and director as appropriate
- Reviews Designated Purpose Grant Funds' (DPGF) FTE through HR system for budgetary and compliance/documentation purposes
- Maintains accurate and current fiscal and programmatic records for grant programs, ensuring adequate documentation to meet compliance; as necessary, revises grants filing protocols and trains staff on revisions
- Tracks and verifies assets purchased with grant funding and supervises annual audit of asset inventory, including resolution of irregularities, determination of retention/disposition in accordance with funder and D11 guidelines (especially federal)
- Works with grant project directors to provide fiscal and administrative support
- Prepares grant financial reports and request for funds (federal & other) and

- monitors receipt of funder payments
- Requests new account creation as needed for assigned grants
- May post transactions in the general ledger
- Prepares budget transfer forms and enters as assigned
- Prepares journals and reviews journal entries
- Assists in gathering materials for audits
- Monitors purchasing process related to grant portfolio, spend-down flow and timing
- Determines if expenses are allowable
- Notifies appropriate personnel of exceptions / irregularities
- In the course of work also processes and pays approved invoices and requests for payment, orders supplies and technology, completes and processes mileage reimbursements, extra duty and time sheets, travel requests, etc., and reconciles P Card statements, coordinates procurement process as appropriate, verifies and monitors compliance with time and effort documentation, collects proper time and effort documentation for grant file and annual audit, verifies and monitors spending of district match and program income, checks invoices for discounts, correct price, quotes, correct products, proper billing, etc., source of error, reconciles as needed, processes grant documents and payments
- Supports Grants Business Manager and Grants Director with the Single Audit process as requested, conducting periodic desk-audits of various DPGF accounts
- Assists with pre-award activities as assigned by director
- Supports grants business manager with other tasks as assigned
- Enters data into computer system to include Excel, PeopleSoft and creates / customizes Excel spreadsheets as needed to support specific grants
- Communicates effectively to ensure excellent customer service and support to grant project directors, other district staff, grantors, etc.
- Maintains positive, productive relationships with the grantor's financial department
- Monitors grants program implementation progress, updating director and grants business manager as appropriate
- 

#### OTHER DUTIES

Performs other duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

Independent work ethic and can-do attitude  
 Superior written and verbal communication skills  
 Strong mathematical, analytical and problem-solving skills  
 Ability to work with confidential information  
 Knowledge of payroll processing and / or standard accounts maintenance procedures  
 Knowledge of financial systems and data entry  
 Strong organizational skills  
 Ability to work cooperatively with others  
 Ability to keep abreast of developments in the field  
 Ability to work independently and prioritize workload to competently manage a portfolio of grants with integrity  
 Ability to read and understand grant related regulations

#### QUALIFICATIONS

- Associates degree in accounting, finance or related field or equivalent

JOB TITLE

JOB DESCRIPTION

experience

- Three (3) years' administrative assistant-type experience with budgetary emphasis preferably within a school district environment
- Mastery level proficiency with Microsoft Excel – (subtotals, macros, formulas, linking, pivot tables, etc.) and other Office products.

PREFERRED:

- Bachelor's degree in accounting, finance or related field or equivalent experience
- Three (3) years of experience in grants compliance
- Demonstrated grant writing experience
- Demonstrated knowledge of federal grant regulations and activities in a school district environment
- Knowledge of PeopleSoft

ORGANIZATIONAL RELATIONSHIPS

Reports to the director of grants

WORKING CONDITIONS

The work is performed in a typical office environment

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects, and use fingers to operate computer or typewrite keyboards. The work requires the ability to speak normal and to use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

Senior Internal Accountant

**SUMMARY OF FUNCTION**

This position is the primary liaison between the schools and the accounting department. Responsible for responding to accounting related questions, providing training, developing procedure manuals, performing accounting reviews of school activities and assisting with implementing new GASB statements as applicable to school activities.

This position also performs district-wide account reconciliations, maintains debt schedules and assists with the district audit as needed. PeopleSoft Financial systems experience a plus.

**ESSENTIAL JOB FUNCTIONS**

- Will function as liaison between the Department of Financial Services and all school and other administration departments
- Provides training of various accounting functions, including PeopleSoft function ability, to all schools and administration departments
- Prepares and keeps current the District's accounting manual and accounting related policies as well as documentation related to internal controls
- Performs reviews (internal audits) of accounting processes and applications performed by all district schools and administrative departments
- Oversees accounting related activities of the Trust and Agency Funds
- Oversees accounting related activities of the School and Student Activity Fund
- Supervises work of staff accountant and reviews schedules/reports/work papers prepared by other District staff
- Prepares bank account and general ledger reconciliations monthly
- Prepares work papers, financial statements, and footnotes as assigned for the district's annual independent audit
- Assists independent auditors with various information needed for annual audit including preparation of long-term debt notes and amortization schedules, salary and benefit accruals and other postemployment benefits as well as other information as requested
- Prepares a variety of reports for use both in and out of the District
- Reviews general ledger reconciliations prepared by accounting technicians
- Prepares annual submissions to various review agencies (including ASBO and GFOA) for compliance with GAAP and best practice recommendations
- Provides support to the Executive Director of Financial Services
- Prepares submissions/responses to Colorado Department of Education regarding account balances and processes
- Maintains accounting information in accordance with applicable record retention (archive) laws, policies and regulations
- Maintains current knowledge of GAAP, governmental accounting and financial reporting standards as promulgated by GASB, school district finance and budget laws and regulations
- Is cross trained (for backup purposes) to perform various accounting functions within the Department of Fiscal Services to include the following:
  - Prepares and gathers data related to IRS Form 1099
  - Drafts annual transportation report submitted to the Colorado Department of Education

**OTHER DUTIES**

- Performs related duties as assigned
- Periodically assists in supervision and evaluations

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of accounting principles and practices as applied to governmental accounting
- Knowledge of Colorado state school laws and Colorado Department of Education financial policies and procedures

JOB TITLE

JOB DESCRIPTION

- Ability to analyze accounting data and prepare financial reports and statements
- Mastery of spreadsheet and database software
- Ability to communicate effectively in writing and orally
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

**QUALIFICATIONS**

- Bachelors degree with a minimum of 18 semester hours in accounting
- Government accounting experience preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Financial Services.  
Direct supervisor of Staff Accountant.

**WORKING CONDITIONS**

The work is performed in a typical office environment and various off-site locations.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Senior Technical Operations Support Specialist

**SUMMARY OF FUNCTION:**

Responsible for the installation, operation, testing, day-to-day troubleshooting networked computer technology, telecommunications, Internet/Intranet site communication, hardware and software for all sites within District 11. To plan, design, configure, implement, evaluate, test and debug local area networks to meet the needs of District 11 and to provide technical support for all users. Employees in this classification receive limited supervision within a general framework of standard policies and procedures. This position requires certified skills in networked, telecommunication, data, and computer hardware and software systems, and skills in public relations, research, and problem solving. Forensic computing is known as Evidential Computing, which is the specialized process of imaging and processing of computer data, which is reliable enough to be used as evidence in a legal proceeding. This position is responsible for investigations within the District to conduct investigations of violations of District policy or criminal activities directed against employees, students, or property of School District 11 through the use of District 11 computer technology infrastructure. Prepare reports of investigations for referral to managerial personnel or law enforcement authorities as appropriate. Investigations may include but not limited to hacking, human resource issues, theft, fraud, District internal investigations, computer security research, damage assessment, pornography, sabotage, or any other District policy violation. Malware solution system administrator, manages and maintains the District MalwareBytes server. Ensuring all 20,000 district computers are updated to the latest client and definition updates for maximum protection against malware. System Center Co-Administrator, responsible for packaging software, testing and deploying to District computers using Configuration Manager.

Assists Director of Technical and Support Services to oversee and coordinate District Support Center. Providing advice, training, solutions and assistance to Support Center personnel.

**ESSENTIAL JOB FUNCTIONS:**

- Plan and oversee the work of technical subordinates. Supporting 6 field technicians for all school locations. To create and/or design strong analytical troubleshooting solutions in all areas of hardware, software and communications to help ease the burden of field technician responsibilities in the field. Serves as liaison with field service staff, LTE, LTT in troubleshooting equipment/software problems and the general user community.
- Trains subordinate department staff on proper operation and care of computer and peripheral equipment, software functionality, documentation, and all other areas of computer operations and system support.
- Help manage technical workshop areas and central complex technologies to ensure proper functionality to include testing of new programs; while examining production output for compliance with desired results. Offers suggestions/solutions to existing programs in order to improve operational efficiency.
- Install, maintain and troubleshoot various network and dual platform computer systems including operating systems, file servers and associated network LAN/WAN devices.
- Install, maintain and troubleshoot network interconnectivity in coordination with other IT personnel.
- Assist district staff in the installation/implementation and integration of network computer software and hardware.
- Assist in the development and implementation of in-service activities for users and staff.
- Provide technical and in-service assistance for inter/intra network communications including voice, data and video.

- Work cooperatively with other departments and schools to improve operation and efficiency of network and computer systems.
- Maintain logs, records, and files related to repair and productivity.
- Keep informed of and disseminate information on developments and changes in the technology field with the ability to help develop technical standards.
- Prepares cost/benefit analysis of alternative hardware/software solutions. Surveys hardware and software trends, makes strategic recommendations relative to new advances and needs of District users.
- Respond to support center for support of identified problems.
- Develops functional specifications, standards, and requirements for hardware and/or software purchase and design to ensure optimum system and end-user performance to ensure maximum student achievement in all school locations.
- Troubleshoots and improves upon existing methods.
- Helps develop and monitor production schedules.
- Maintains inventory of parts and equipment to support bench and field repair of computer systems and audiovisual equipment.
- Develops and maintains procedure manuals and flow charts or program documentation to ensure clarity and ease of systems operation for assigned projects. This insures that necessary materials are available as a resource for problem determination as well as training of personnel.
- Teaches up-to-date knowledge of Windows, Microsoft Office applications and networking environments in training labs or at school location(s).
- Executes batch programs utilizing proper equipment; printing output and reviewing it for legibility, clarity, completeness and compliance with production standards.
- Repair of desktop computer systems to include replacement of defective parts and re-imaging hard drive(s) to original pristine condition.
- Proficient in Windows 2012 server management and system administration for MalwareBytes.
- Proficient in Windows 2012 server management and system administration for SCCM.
- Demonstrate proficiency for coordinating Support Center activities.
- All other duties as assigned. **Computer Crime Forensic Investigator**
- Conduct investigations of violations of District policy or criminal activities directed against employees or property of School District 11 through the use of the District technology infrastructure.
- Forensically evaluate District computing equipment and/or environment necessary for the appropriate dissemination of gathered data to the appropriate authority for any disciplinary action to be taken.
- Prepare reports of investigations for referral to managerial personnel, Security or law enforcement authorities as appropriate.
- Conduct investigations or manage the investigation of students or staff accused of District policy or discipline code violations and coordinate findings with appropriate school officials, Security or law enforcement authorities.
- Assists in coordination of action to be taken concerning threats of violence on students or District personnel from the use of the technology infrastructure, and assist in implementation as requested or appropriate.
- Testify in court or disciplinary hearings based on evidence of gathered data during a forensic analysis from the District's computerized infrastructure.
- Provides written reports of findings to Director of Security or department manager with recommendations. Coordinates the distribution of information gathered from all sources pertaining to the security of students, staff and property.
- Work with Security to help provide guidance and technical assistance to principals and assistant principals in the use of resources available from the

District's inter/intranet computing systems. This will include any hacking, pornography, misuse/abuse of district equipment, or policy as set by the "Acceptable Use Agreement."

- 
- **OTHER DUTIES:**
- Performs related work as required.
- 
- **KNOWLEDGES, ABILITIES AND SKILLS**
- Knowledge of the principles, concepts, practices and the understanding of a wide variety of WAN/LAN/PC operating systems and protocols, TCP/IP, 802.11AC Wireless connectivity. Various types of remote control software products and program modification capabilities. Batch (DOS), Visual Basic, C++, and Scripting.
- Proficient in Wireless/wired network troubleshooting.
- Hardware and Software installation and functionality.
- Software applications – Microsoft Office Suite, MS Project, Educational applications, Utilities and maintenance tools, Email accounts, Corporate Exchange, and many window based applications.
- SCCM imaging experience for approximately 20,000 computer systems for deployment and/or software rebuilding if required.
- Law enforcement training and experience.
- On-line quality assurance support programs.
- Code and debug a wide variety of application programs.
- Read and accurately interpret detailed instructions.
- Develop and maintain effective working relationships with staff, students, administrators and vendors.
- Communicate effectively in both written and oral form.
- Describe technical issues to users and technical staff.
- Design, install, maintain, and document network hardware, software and operating systems as required.
- Train staff and users.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Ability to communicate effectively using strong written, verbal, and electronic communication skills.
- Ability to work cooperatively and coordinate effectively with others that possess both technical and non-technical understanding.
- 
- **QUALIFICATIONS**
- Bachelor's degree or equivalent in Computer Information or Network Management and/or directly related field or equivalent work experience.
- Minimum three years experience in dual platform (Mac/PC) network technologies, file server setup and operation, LAN/WAN telecommunications, network management and/or related fields with demonstrated knowledge in these areas.
- Demonstrated ability to learn new technologies and to seek certification for some.
- Demonstrated knowledge of networking and/or CNNA or MCSE certification preferred.
- Demonstrated competencies in the use of a variety of instructional and business platforms, operating system, and related technologies.
-

JOB TITLE

JOB DESCRIPTION

- **ORGANIZATIONAL RELATIONSHIPS**
- Reports to Director of Technical and Support Services.
- 
- **WORKING CONDITIONS**
- The work is performed in a typical office environment.
- **PHYSICAL DEMANDS**
- The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; detect odors; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.
- 
- **FLSA STATUS:**
- Exempt
- 
- **WORK YEAR:**
- 260 Days

Shuttle Bus Driver - Bus Assistant

**SUMMARY OF FUNCTION**

Responsible for the care and control of students when loading, unloading and during transporting process on the school bus. Transport students (others as directed) to and from school, school to school, or to school related events in 14 passenger, shuttle buses operated by the district.

**ESSENTIAL JOB FUNCTIONS**

- Monitor the boarding and departure of students on the bus
- Ensures that students are safely seated (seat belts, safety vests, car seats) and that wheelchairs are securely tied-down when required
- Performs daily pre-trip checks on wheelchair tie-down systems and adaptive seating devices utilized on the buses
- Performs pre and post trip inspection of district shuttle buses to comply with all rules of US Department of Transportation, Colorado Department of Education and D-11 regulations, policies and standards
- Reports damaged inoperable or missing equipment to the driver
- Assists the driver with maintaining the interior cleanliness of the bus to which they are temporarily assigned and fuels and cleans assigned shuttle buses
- Monitor the students during the ride to ensure bus rules and regulations are followed
- Provides instruction and direction to shuttle bus passengers as necessary
- Responsible for student management / maintaining discipline on the shuttle bus
- Reinforce railroad crossing regulations and assist driver with explaining and practicing bus evacuation procedures
- Performs all emergency functions on shuttle bus including evacuations (rear exit, window exit and roof exit as required)
- Assists students with entering and exiting the bus and finding assigned seating positions
- Works in cooperation with staff at program sites serviced by that specific route
- Responsible for completing student attendance logs on a daily basis as required and/or requested by a supervisor
- Maintains documentation of student behavior, completing discipline reports as required and/or requested by a supervisor
- Implement disciplinary actions when needed to ensure a safe ride
- Assist driver in preparing written bus safety reports for the purpose of keeping parents, schools and Transportation Department informed of disciplinary problems
- Perform first aid/CPR when required
- Monitor and respond to physical, mental and emotional needs

of all students being transported Monitors the well being of student passengers

- Attends to students during medical emergencies, for example, seizures or suctioning
- Assistants are responsible for maneuvering wheelchairs onto and off of lifts and secures the wheelchair with tie-downs on the bus. May need to blanket drag or lift students
- Uses two-way radio to communicate with base station regarding special conditions as necessary

#### OTHER DUTIES

- Performs all other related duties as assigned

#### KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of applicable laws, rules, policies and procedures governing transportation of students.
- Ability to operate 14 passenger shuttle buses
- Ability to perform pre / post trip requirements unassisted
- Basic math, writing, and communication skills
- Basic knowledge of District rules
- Ability to reason with students
- Operating knowledge of two-way radio, all safety restraint systems and fire extinguisher
- Capable of applying and wearing district provided safety equipment
- Capable of communicating effectively
- Capable of working cooperatively with others and be a team player

#### QUALIFICATIONS

- Be a minimum of 21 years of age
- High school diploma/equivalent
- Pass the annual Colorado Department of Education Type A, Multifunction, Small Vehicle Activity/Route Operator Test (written and skills)
- Meet District's requirements for insurability
- Hold a valid Colorado driver's license
- First Aid/CPR certificate

#### ORGANIZATIONAL RELATIONSHIPS

Reports to the Operations Manager. Works with school bus drivers providing assistance to them in performing their non-driving duties.

#### WORKING CONDITIONS

While performing the duties of this job, the employee is regularly exposed to moving mechanical parts, outdoor weather conditions, and vibration. The employee is occasionally exposed

JOB TITLE

JOB DESCRIPTION

to wet and/or humid conditions, toxic or caustic chemicals, extreme cold and extreme heat, elevated noise levels.

**PHYSICAL DEMANDS**

The work involves riding in a school bus and operating 14 passenger shuttle buses. Typical positions require worker to be capable of climbing stairs, crawling, bending, kneeling, reaching, pushing, pulling, lifting at least 60 lbs. Occasionally required to push, pull or drag up to 60 lbs. Must be able to hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Non-Exempt

**WORK YEAR**

173 Days

**JOB TITLE****JOB DESCRIPTION**

Site Coordinator (21st Century Grant)

**SUMMARY OF FUNCTION**

The function of the Site Coordinator is to provide leadership in providing resources, professional development, research-based information, and support within a standards-based instructional system in the content area of literacy where social skills (anger management, decision-making, empathy development and expectations in relationships, verbal/non-verbal communication and conflict management) are to be integrated. The Site Coordinator must also manage and help evaluate the after school staff of 5-8 people daily.

**ESSENTIAL JOB FUNCTIONS**

- Help meet all grant deadlines and collect and maintain required paperwork
- Maintain consistent contact co-directors and meet regularly with them
- Communicate effectively with principals, school staff and administration in implementing a standard based instructional system that supports the day school curriculum while also integrating social skills
- Provide support to teachers in assessing student performance
- Meet regularly with day school staff and classroom teachers regarding students in program
- Attend all BTSB staff meetings and school day staff meetings as directed
- Maintain positive relationships with all staff and administration
- Scheduling of field trips or other visitors and speakers that support standards based curriculum in literacy/social skills
- Help plan, coordinate, and implement staff professional development opportunities based on current and effective research, and the use of instructional strategies that align with district goals
- Coordinate and assist with lesson planning and maintain monthly learning themes
- Collect and review weekly lesson plans from staff
- Supervise staff scheduling, help with classroom management and activities, etc.
- Maintain effective classroom management, model appropriate behaviors
- Supervise the completion of student logs, monitor 3-ring binder (up-to-date and organized)
- Communicate and implement support for parents and teachers regarding student concerns and achievement
- Initiate referrals for outside services and interventions
- Assist to resolve student/staff issues
- New student contact and recruiting when necessary
- Maintain student caseload and monitor absences

**OTHER DUTIES**

- Serves as a liaison with businesses, and community organizations to foster partnerships, for example, Children's Literacy Center, Incredible Years to enhance literacy and social skills teaching and learning

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of literacy content standards and how social skills can be integrated in to academic subjects
- Ability to assess and prescribe effective interventions for social skills (anger management, decision-making etc.) development
- Ability to provide training and coaching for staff
- Ability to support teachers in their classroom curriculum by implementing standards-based lessons in literacy to promote positive social behavior
- Ability to recommend various research based teaching strategies with students of diverse abilities and learning styles
- Ability to work effectively with staff from other after school programs to promote consistency

JOB TITLE

JOB DESCRIPTION

QUALIFICATIONS

- Valid Colorado Teacher license
- Minimum two years successful teaching experience in an elementary school setting preferred
- Bachelor’s degree in elementary education or other related field preferred
- Documented knowledge of social skills curriculum and experience with literacy and/or language arts
- Documented successful instructional leadership experience preferred

ORGANIZATIONAL RELATIONSHIPS

The Site Coordinator reports to and is evaluated by the grant co-directors and the Executive Director of Special Programs and Grants.

JOB TITLE

JOB DESCRIPTION

Small Engine Equipment Mechanic

SUMMARY OF FUNCTION

Performs maintenance in district grounds and facilities maintenance equipment. Performs preventative maintenance, minor repair work on District support vehicles and pupil transportation fleet.

ESSENTIAL JOB FUNCTIONS

- Responsible for inspecting and servicing of all grounds maintenance equipment to include but not limited to; mowers, weed-eaters, snow removal equipment
- Helps maintain computer database by entering work orders, work performed, and parts ordering
- Works in conjunction and cooperation with the transportation parts purchaser to ensure adequate parts inventory for high turnover items to support timely repairs

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of small engine and landscape equipment repair and maintenance
- Ability to utilize computer and maintenance management database for entry of information pertaining to equipment control and maintenance
- Ability to communicate and work effectively and cooperatively with others and provide assistance / customer support to small engine equipment users
- Skill and ability to use tools, equipment and materials necessary to perform small engine repairs

QUALIFICATIONS

- High School diploma or equivalent
- One-year experience maintaining and repairing various equipment
- Relevant manufacturer’s training on specialized equipment
- Valid Colorado driver’s license with good driving record
- Possess own tools

ORGANIZATIONAL RELATIONSHIPS

Reports to the Transportation Fleet Maintenance Manager.

WORKING CONDITIONS

Performed in a shop environment at the Transportation Maintenance Facility and/or at various schools serviced locations outside

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Small Engine Shop Manager

SUMMARY OF FUNCTION

Maintains the grounds maintenance equipment for Facilities and locations throughout the district.

ESSENTIAL JOB FUNCTIONS

- Schedules the inspection and service of grounds maintenance equipment including mowers and snow removal equipment, and equipment used by the paint, roofing and masonry departments
- Performs repairs due to normal usage or responds to user's report concerning problems
- Purchases parts and materials; maintains and monitors an inventory required for service and repair
- Documents work performed; maintains accurate records on all equipment in conjunction with the equipment preventive maintenance program
- Cooperates with other trades as a team member
- Manages accounts used for purchasing of required materials

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of small engine and landscape equipment repair and maintenance
- Ability to perform skilled small engine and landscape equipment repair
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- One-year Vocational/trade School
- One-year experience maintaining various equipment
- Relevant manufacturer's training on specialized equipment
- Valid driver's license with good driving record

ORGANIZATIONAL RELATIONSHIPS

- Reports to Supervisor, Landscape Shop Foreman
- Supervises Small Engine Mechanic

WORKING CONDITIONS

The work is performed in shops and on job sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Social Emotional Learning (SEL) Specialist

SUMMARY OF FUNCTION:

The Social Emotional Learning (SEL) Specialist will provide on-site coaching, technical assistance, and professional learning opportunities for teachers, Special Service Providers, and other instructional staff in K-12 schools. The SEL Specialist is charged with improving instructional practices, supporting wraparound services, and increasing the fidelity of SEL programs through the use of high-quality, evidence-based programming, and deploying an array of research-based interventions that will enhance students' social and emotional development.

ESSENTIAL JOB FUNCTIONS

- Provides coaching and training to teachers, administrators, and special service providers related to the implementation of Tier 1 K-12 Social Emotional Learning that aligns with the Comprehensive Student Support Model (CSSM)
- Organizes, coordinates, and establishes guidelines for supporting the development of teacher and student relationships through programs such as but not limited to; Capturing Kids Hearts
- Provides leadership and supports the development of school and district practices and policies that lead to continued growth of social emotional learning
- Maintains a current and growing depth of knowledge of trends in Social Emotional Learning as well as Trauma Informed Care practices
- Supports and serves as a District leader on the CSSD11 Crisis Response Team
- Supports the implementation of Internal Wraparound Services while working alongside the implementation of district-wide MTSS
- Assist with the marketing and communication of District SEL practices to our community as well as maintain community partnerships that support SEL practices in K-12 schools

OTHER DUTIES

Performs other duties as assigned

KNOWLEDGE, ABILITIES, AND SKILLS

Knowledge of child and adolescent social and emotional development  
Knowledge of instructional practices that promote supportive learning environments and build social and emotional skills  
Knowledge of CASEL Competencies and evidence-based approaches and interventions for SEL in the classrooms (e.g., Capturing Kids Hearts, Random Acts of Kindness, Second Step, Restorative Practices, etc.)  
Knowledge of data collection and the ability to interpret data  
Demonstrated experience with conceptual development of school-wide and/or district-wide implementation of SEL practices  
Knowledge of adult learning styles and best practices for coaching and providing feedback  
Demonstrated knowledge of current research and trends in implementation science, crisis services, and social emotional learning  
Demonstrated experience working collaboratively and building trust with staff to achieve instructional objectives  
Demonstrated experience coordinating and delivering professional development for a variety of internal and external stakeholders  
Ability to navigate and promote sensitivity with issues of race and equity  
Ability to be flexible to meet the unique needs of the assignment  
Ability to work effectively as a member of a multi-disciplinary team

JOB TITLE

JOB DESCRIPTION

Ability to communicate clearly in both written and oral formats  
Ability to demonstrate critical thinking and problem-solving skills  
Ability to plan, organize, direct and implement instructional programs  
Ability to adapt to a changing work environment with a positive attitude and problem-solving approach  
Proficiency with MS Office and other computer software programs

QUALIFICATIONS

- Master’s Degree in school counseling, school psychology, social work or equivalent with three (3) or more years of related experience working in a school setting with a focus on social emotional learning skill development
- Current or possess the ability to obtain a Colorado Department of Education Special Service Provider License

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Counseling and Wellness

WORKING CONDITIONS

The work is performed in schools and district administrative buildings

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards, and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

MENTAL FUNCTIONS

While performing the duties of this job, the employee is frequently regularly required to analyze, communicate, coordinate, instruct, evaluate, reason, adjust, use interpersonal skills, problem solve, compare, copy, compile, monitor, coordinate and make decisions. The employee is occasionally required to compute, synthesize and negotiate.

FLSA STATUS

Work Year

185

Exempt

## Social Media Apprentice

## SUMMARY OF FUNCTION

The Social Media Apprentice will support the work of the Communications and Marketing Department in promoting D11's image and assisting with developing and implementing marketing strategies. The Social Media Apprentice will also be responsible for assisting in day-to-day operations and management of content for district-wide websites, Facebook, and other platforms with content and pictures. This position will be responsible for planning, creating, scheduling, and posting content for various social media projects by interacting and collecting material from district departments and individual schools. They may also assist in researching marketing trends and support event planning and execution. The Social Media Apprentice will work with our Communications and Marketing Department and will directly report to the Marketing Coordinator.

## ESSENTIAL JOB FUNCTIONS

- Work with the Communications and Marketing Department, D11 internal departments, individual schools, students, and/or programs.
- Create engaging content for all students of Colorado Springs School District 11.
- Brainstorm/offer ideas for social media projects/opportunities
- Schedule content to be published on social media at ideal times
- Assist with monitoring the social media channels and activities
- Assist with managing the Marketing and Communications Department social media content calendar
- Assist with curating social media content for events, stand-alone campaigns, and other projects

## OTHER DUTIES

- Expected to support with offsite community and school events
- Other duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

• As a result of working as the Social Media Apprentice, the student will have the opportunity to acquire and further develop their communication skills, time management, attention to detail, adaptability, and customer service skills.

## QUALIFICATIONS

- 16 years of age or older
- High school student currently enrolled in job location and in good standing in District 11
- Ability to transport him/herself or have other transportation options
- Demonstrated level of responsibility through acceptable/passing schoolwork and grades
- Student interested in furthering their education in computer science, social media, business and marketing, public relations, sales, and journalism.
- Displays excellent written and oral communication skills
- Working knowledge of Facebook, Instagram, Canva, Meta, and Tik Tok
- Ability to work both independently and as a part of a team
- Basic knowledge of programs and services offered by Colorado Springs School District 11
- Ability to prioritize and multitask

## ORGANIZATIONAL RELATIONSHIPS

Reports to the Marketing Coordinator

WORKING CONDITIONS Reports to the Marketing Coordinator and is evaluated by the Marketing Coordinator

## PHYSICAL DEMANDS

JOB TITLE

JOB DESCRIPTION

Work is performed in a communication department or in a variety of field locations. Some early mornings and late evenings are considered a part of normal working conditions and hours. Apprentices will not be permitted to work more than eight hours in a day and more than 40 hours in a week. Apprentices will not be permitted to work the hours between 9:30pm and 5:00am unless the next day is not a school day.

FLSA STATUS

Non-exempt

WORK YEAR

This is a two-year apprenticeship with D11. It will end when the apprentice reaches 2,000 hours of on the job training, 44 hours of related training and instruction, and occupation competencies are met.

Social Media Intern (Student Worker)

**SUMMARY OF FUNCTION**

The CTE Social Media Intern will be responsible for assisting in day-to-day operations and management of content of the Career Technology Education/Work Base Learning/Con-Current Enrollment district websites, Facebook, and Twitter with content and pictures. This position will be responsible for planning, creating, scheduling, and posting content for various social media projects by interacting and collecting material from teachers. The Social Media Intern will work with our Work Base Learning and Co-Current Enrollment Team and will directly report to the Director of Career and Technical Education.

**ESSENTIAL JOB FUNCTIONS**

- Work with the Career Technology Education/Work Base Learning/Con-Current Enrollment team to promote CTE/WBL/CE programs.
- Create engaging content for all students of Colorado Springs School District 11.
- Brainstorm/offer ideas for social media projects/opportunities
- Schedule content to be published on social media at ideal times
- Assist with monitoring the social media channels and activities
- Assist with managing the Career Technology Education/Work Base Learning/Con-Current Enrollment social media content calendar
- Assist with curating social media content for events, stand-alone campaigns, and other projects

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

As a result of working as the Social Media Intern, the student will have the opportunity to acquire and further develop their communication skills, time management, attention to detail, adaptability, and customer service skills.

**QUALIFICATIONS**

(The requirements listed below are representative of the minimum education and/or hands-on experience necessary to perform each essential responsibility)

- Student interested in furthering their education in computer science, social media, PR.
- Displays excellent written and oral communication skills
- In-depth working knowledge of Facebook, Twitter, Instagram, and Hootsuite
- Ability to work both independently and as a part of a team
- Basic knowledge of programs and services offered by Colorado Springs School District 11
- Ability to prioritize and multitask

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Career and Technical Education

**JOB TITLE**

**JOB DESCRIPTION**

**WORKING CONDITIONS**

Work is performed in office, classroom and /or other educational settings

**TECHNICAL COMPETENCIES**

- Strong computer competency

**PERSONAL COMPETENCIES**

- Ability to handle customer service issues
- Ability to communicate effectively with peers and professional staff
- Ability to multitask

**PHYSICAL DEMANDS**

- Standing or walking
- Repetitive wrist, hand, or finger movement (while operating computer equipment)
- Occasional bending, stooping
- Eye-hand coordination (keyboard typing)
- Hearing and talking
- Extended periods of reading fine print

**FLSA STATUS**

Non-exempt

**JOB TITLE****JOB DESCRIPTION**

Social Skills Supervisor (21st Century Grant)

**SUMMARY OF FUNCTION**

The function of the Social Skills Supervisor (pre-K-5) is to provide leadership in providing resources, professional development, research-based information, and support within a standards-based instructional system in the content area of literacy where social skills (anger management, decision-making, empathy development and expectations in relationships, verbal/non-verbal communication and conflict management) are to be integrated.

**ESSENTIAL JOB FUNCTIONS**

- Plan and develop lesson related to social skills (i.e. Incredible Years)
- Attend orientation and training sessions and monthly BTSB staff meetings
- Maintain consistent contact with co-directors to foster positive relationships with all school staff
- Request needed supplies for the classroom
- Submit lesson plans to site coordinator on a weekly basis
- Maintain effective classroom management, model appropriate behaviors and problem solving skills
- Communicate effectively with after school staff in implementing a standard based instructional system that supports the day school curriculum in the integration of social skills
- Consult with site coordinator in assessing student performance in social skills and interpret individual student needs
- Report significant behavior concerns to site coordinator, building principal, or co-director
- Scheduling of visitors and speakers that support standards based curriculum in literacy/social skills
- Communicate and help implement support for parents and teachers regarding student concerns and achievement
- Document with a daily log student concerns and successes
- Initiate referrals for outside services and interventions
- Assist to resolve student/staff issues

**OTHER DUTIES**

- Serves as a liaison with businesses, and community organizations to foster partnerships, for example, Children's Literacy Center, Incredible Years) to enhance literacy and social skills teaching and learning

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of literacy content standards and how social skills can be integrated in to academic subjects
- Ability to assess and prescribe effective interventions for social skills (anger management, decision-making etc.) development
- Ability to use various research based teaching strategies with students of diverse abilities and learning styles
- Ability to work effectively with staff from after school programs to promote consistency

**QUALIFICATIONS**

- College degree in education or related field
- Experience with elementary age students
- Documented knowledge of social skills curriculum and understanding of child development

**ORGANIZATIONAL RELATIONSHIPS**

- The Social Skills Supervisor reports to and is evaluated by 21st CCLC co-directors.

Social Worker

## SUMMARY OF FUNCTION:

A School Social Worker will provide quality services and expertise on issues ranging from program design to intervention with individual students within the scope of their professional training and licensure. Staff members who fill this position will primarily participate in the development and implementation of IEP service plans to support the social/emotional growth of students. In addition to providing IEP/Special Education services, the Social Worker will link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Displays personal qualities which are appropriate for a professional, such as: maintaining professional ethics and confidentiality; openness to learning from others: accepts constructive criticism/feedback. This position can also support the implementation of PBS and other school wide interventions to promote positive student outcomes and can track data to monitor progress of RtI/PBIS interventions.

## ESSENTIAL JOB FUNCTIONS

- Delivers Special Education Services including, Functional Behavior Assessments, Behavior Intervention Plans, counseling services and participation in IEP process. Ensures compliance with Special Education laws in the area of social/emotional issues.
- Counsels/teaches students individually and in groups. Assists with social, emotional and behavioral problems. Uses a variety of techniques to achieve improvement.
- Coordinates school, home and community services toward solutions of students' problems through the use of RtI and PBIS. Maintains liaison between school, family and community agencies and assists in better use of services available to students, families and school.
- Consults with administrators, teachers, support staff, other colleagues and parents. Assists in developing positive behavior interventions. Suggests strategies for managing conflict and providing behavior supports.
- Provides crisis intervention services regarding child abuse, suicide/threat assessments and family emergencies.
- Gathers, integrates and interprets information relative to student behavior related to learning.
- May serve as the school based Positive Behavior Intervention System (PBIS) coordinator. Coordination of PBS to include teaching school-wide social skills, behavioral expectations, observation of students, reinforcement systems, data collection/analysis and behavioral interventions in all three tiers. Schedules meetings, completes follow up and collaborates with Team members.
- May serve as coordinator and/or participant on the RtI/PBIS problem solving team to help identify high risk students. Develops evidence-based prevention/intervention strategies to address social/emotional and behavioral issues. Collaborates with RtI/PBIS Team members through the Problem Solving Process
- May meet on a regular basis for clinical supervision/case management review
- Performs related record keeping including Medicaid
- Participates in required in-service trainings and meetings

## OTHER DUTIES

- Performs other duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of Special Education regulations and process as applied to the

JOB TITLE

JOB DESCRIPTION

- needs of the students
- Knowledge of RtI/PBIS, including Problem Solving Team Process, progress monitoring and data analysis
- Knowledge of child and adolescent social/emotional development
- Knowledge of general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current
- Knowledge of data collection and the ability to interpret data
- Knowledge of research supported interventions related to academic, social and behavioral concerns
- Ability to be flexible in order to meet the unique needs of the assignment

QUALIFICATIONS

- Graduate degree in Social Work
- Two years of experience in school setting.
- Appropriate State licensure.

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal and Special Education Executive Director  
Social Workers who work less than full time in a given school shall meet with the school principal to prioritize job functions.

WORKING CONDITIONS

The work is performed in schools.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, poles or ropes; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and physically restrain students. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt.

Special Education Facilitator

**SUMMARY OF FUNCTION**

Assists in planning, coordinating and evaluating the implementation of special education programming for the district. Oversees special education programs for designated area. Provides professional/technical support to instructional staff and related service staff in all areas of special education with emphasis on Multi-Tiered Systems of Supports and best instructional practices to improve student achievement.

**ESSENTIAL JOB FUNCTIONS**

- Support student achievement with a focus on ensuring high academic performance by all students
  - Assist special education administrators by overseeing the implementation of designated programs for assigned area
- Collaborate with building leadership regarding special education related issues
- Coordinate and communicates program directions to staff and directs implementation strategy
  - Monitor compliance with special education laws, procedures and requirements
  - Provide professional/technical support to special education staff
  - Counsel staff on best instructional practices and program directives
  - Evaluate special education staff
  - Recommend methods for improvement
  - Participate in challenging IEP meetings
  - Make recommendations regarding special education staffing as
  - Monitor and evaluates special education programs for designated areas
  - Analyze program effectiveness, adjusts program directives to fit area characteristics as needed
  - Recommend appropriate program changes for the district
  - Analyze needs, schedule professional development activities, and coordinate with other areas as needed

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of special education laws and procedures
- Knowledge of educational pedagogy as applied to special education
- Ability to plan and develop special education programs for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Principal/Administrator license required
- Master or Doctoral degree in Special Education or appropriate area
- Minimum 3 years extensive successful experience in leading programs serving students with significant support needs in such areas as SED, Specific Learning Disabilities Speech/Communication and assessments, etc.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Special Education

**WORKING CONDITIONS**

The work is performed in a typical office environment or itinerantly at District 11 schools/sites.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical

JOB TITLE

JOB DESCRIPTION

positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites for supervisory reasons.

**FLSA STATUS**

Exempt

**WORK YEAR**

207 Days

Special Education Facilitator- Early Childhood

### **SUMMARY OF FUNCTION**

Assists in planning, coordinating and overseeing the implementation of Early Childhood special education programming for the district, including initial referral to special education. Provides professional/technical support to Early Childhood instructional staff and related service staff in all areas of Early Childhood special education with emphasis on developmentally appropriate and family-centered practice to improve outcomes for preschoolers with disabilities.

### **ESSENTIAL JOB FUNCTIONS**

- Support student achievement with a focus on ensuring access to high quality inclusive preschool experiences
- Lead and manage early childhood screening and assessment processes for identification and placement of preschoolers with disabilities
- Oversee Part C to Part B transition process and practices, ensuring state compliance and best practices are met.
- Oversee PK to Kindergarten transition process and practices, ensuring alignment to district and department needs and providing guidance and communication to all stakeholders.
- Assist special education administrators by overseeing the implementation of designated programs for assigned area
- Collaborate with building leadership regarding special education related issues
- Coordinate and communicate program directions to staff and directs implementation strategy
- Monitor compliance with special education laws, procedures and requirements
- Provide professional/technical support to Early Childhood special education staff
- Counsel staff on best instructional practices and program directives
- Plan and deliver professional learning and ongoing communication to Early Childhood special education staff to support compliance and improving outcomes for preschoolers with disabilities.
- Recommend methods for improvement
- Participate in challenging IEP meetings
- Analyze program effectiveness, adjusts program directives to fit area characteristics as needed
- Recommend appropriate program changes for the district
- Analyze needs, schedule professional development activities, and coordinate with other areas as needed

### **OTHER DUTIES**

- Other duties as assigned
- Performs related work as required

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of educational pedagogy as applied to special education
- Knowledge of special education laws and procedures
- Ability to plan and develop special education programs for the District
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

### **QUALIFICATIONS**

- Principal/Administrator license preferred.
- Master or Doctoral degree in Early Childhood Special Education or appropriate area

JOB TITLE

JOB DESCRIPTION

- •Minimum 3 years extensive successful experience in leading programs serving students with a variety of special education support needs and eligibility, including assessment and grade level transition, etc.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Early Childhood Education

**WORKING CONDITIONS**

The work is performed in a typical office environment or itinerantly at District 11 schools/sites.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites for supervisory reasons.

**FLSA /STATUS**

Exempt

**WORK YEAR**

207Days

Special Education Instructional Coach

This professional, in collaboration with the Special Education Facilitator, provides consultation, guidance, and instructional support to Special Education Staffing Teams in order to facilitate development and implementation of high quality specialized instructional programs for students involved in the Special Education process. This professional uses expertise in using data to guide the instructional programming of students with disabilities; an ability to identify/implement/monitor appropriate, effective, research based instructional strategies; effective communication and consultation skills; and a strong understanding of current Federal, State and District special education regulation to assure the effective implementation of special education programming.

#### ESSENTIAL FUNCTIONS

- Consults with Special Education Facilitator and Special Education Team members regarding effective special education programming and makes recommendations designed to improve student outcomes.
- Provides training, as needed or as directed by the Special Education Facilitator, to Special Education Teams in assigned buildings to assure effective use data to guide instruction for students with disabilities. Training topics could include, but are not limited to: collecting and using progress monitoring data, writing measurable goals, completing data based evaluation reports with all required components.
- Assists with the selection and implementation of appropriate specialized instructional strategies to meet the unique needs of students with disabilities.
- Monitors the implementation of programming to meet the specialized instructional needs of students with disabilities.
- Facilitates and guides a program improvement process.
- Consults with Special Education Facilitator in assigned buildings regarding the development and implementation of an effective special education service delivery model.
- Consults regularly with the Special Education Leadership Team to assure consistent implementation of expectations across the District.

#### Other Duties

- Performs other duties as assigned.

#### KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of research-supported interventions relative to academic, social and behavioral concerns.
- Ability to communicate, consult, apply data, and organize and schedule work in a multi-school assignment with diverse teams both individually and corporately.
- Knowledge of Response to Intervention model, including Student Problem-Solving Team processes, progress monitoring, and data analysis.
- Knowledge of Federal and State special education regulations, as well as, District Eleven policies and process as applied to the needs of student with diverse learning needs.

#### QUALIFICATIONS

- Current CDE licensure in appropriate area
- 3 - 5 years of successful experience as a special education service provider
- Masters Degree in Special Education

#### ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director of Student Support Services or Special Education Facilitator.

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in school settings.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; bend, kneel and crouch, reach, hold, grasp and turn objects, use fingers to operate computer keyboards; and physically assist with student needs and issues. The work requires the ability to speak normally and to use normal or aided vision and hearing, drive a vehicle to access various work sites.

**FLSA STATUS**

Exempt

**WORK YEAR**

185

Special Education Teacher

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students -- e.g. is consistent, fair, dependable, responsible and respectful.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional goals and objectives
- Provides effective instructional techniques for all students in the classroom
- Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor
- Encourages students to set and maintain standards of classroom behavior
- Plans a program of study that meets the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for educational support staff and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required
- Follows Federal and State Laws, Board of Education policies and approved District practices regarding special education students

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrated technology skills to support the content areas
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

- Bachelor's degree in education or other related discipline

JOB TITLE

JOB DESCRIPTION

- Valid CDE teacher licensure with appropriate endorsement
- Designated positions may require training in and ability to use sign language

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal.

WORKING CONDITIONS

The work is performed in a school classroom.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 75 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; and feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Special Education Teacher-Transition  
Prog. (18-21)

**SUMMARY OF FUNCTION**

This is an instructional position that provides support to students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. This employee guides the learning process with a focus on post-secondary readiness, including development of job skills, ongoing education/training and accessing community resources to be successful in the adult world. The successful applicant will be able to work with students, staff and families to identify personal goals appropriate for each student's post-secondary outcomes, establish clear objectives to reach desired outcomes, develop activities, experiences, lessons, and projects to help students reach their identified outcomes, and will have the ability to communicate these objectives/outcomes to students in a meaningful manner. The work requires the employee to use a variety of instructional techniques and strategies; utilize appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved; use data to guide instruction; and work as a productive member of a multi-disciplinary team. The employee must display personal qualities which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students - e.g., is consistent, fair, dependable, responsible and respectful. Additionally, the employee must have current knowledge of Special Education policy and procedures and be able to work collaboratively with school staff and community organizations.

**ESSENTIAL JOB FUNCTIONS**

- Develops and implements individually tailored plans designed to foster the successful transition from school to the post-secondary world
- Demonstrates knowledge of post-secondary/transition expectations and can develop/implement appropriate learning experiences and activities to assure students can meet these expectations
- Encourages students to set and maintain standards of good work skills and behavior
- Works cooperatively with staff at secondary schools to prepare and plan for students leaving a traditional school setting and entering the post-secondary setting
- Develops partnerships with community organizations and businesses to facilitate services for students
- Provides effective instructional interventions for students as outlined in Individual Education Plans
- Monitors student progress on a regular basis and uses this data to make decisions to assure positive outcomes for students
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- May plan and supervise purposeful assignments for job coaches, educational interpreter(s), and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Develops and implements Individual Education Plans for students as required by District policies and procedures
- Facilitates IEP meetings and completes all required documentation consistent with District expectations
- Follows Federal and State Laws, Board of Education policies and approved District practices regarding special education students

**OTHER DUTIES**

Performs related work as required.

JOB TITLE

JOB DESCRIPTION

**KNOWLEDGES, ABILITIES, AND SKILLS**

- Understands and demonstrates understanding of adult learning/instructional strategies to support meaningful post- secondary outcomes for students
- Integrated technology skills to support the development of employment skill
- Current knowledge of post-secondary outcomes/Indicator 13/Transition programming
- Knowledge of subject areas, curriculum, and standards based education
- Knowledge of Special Education Law, Policies and Procedures
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills.
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements.
- Appropriate State licensure.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Special Education or his/her designee.

**WORKING CONDITIONS**

The work is performed in a school classroom.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 75 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; and feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, to detect odors, and drive a vehicle throughout the community.

**FLSA STATUS**

Exempt

## JOB TITLE

## JOB DESCRIPTION

Speech Language Pathologist

Administers and interprets evaluations related to the Special Education process. Participates in parent conferences or IEP Team meetings. Writes, develops or modifies a student's Individual Education Plan. Implements special education educational programming to support the development of speech/language/communication skills as outlined on Individual Education Plans.

## ESSENTIAL JOB FUNCTIONS:

Administers diagnostic evaluations to determine eligibility for Special Education services and makes determination regarding the need for specialized services to support communication needs of students.

Interprets evaluation data to determine appropriate interventions based on unique needs of student. Summarizes evaluation results for required reporting.

Develops goals and/or objectives for IEP, attends IEP meetings/conferences/team meetings, provides quarterly progress reports regarding IEP goals/objectives.

Develops treatment plans, intervention plans or protocols to support students with educational disabilities.

Compiles data (charts, records, graphs) to monitor student progress and guide student programming. Completes/submits documentation to support Medicaid reimbursement.

Delivers Specialized instruction related to speech/language/communication skills as outlined on Students' IEPs.

Works with building Special Education team to assure specialized services are being delivered as outlined on the IEP and helps resolve any issues as they arise.

Works with Building Principal to assure scheduling, assignments and related issues are addressed to maintain smooth implementation of student services.

## OTHER DUTIES:

Performs related work as required.

## KNOWLEDGE, ABILITIES AND SKILLS:

Ability to work cooperatively with a variety of people

Ability to work independently while maintaining high professional standards

Ability to organize work load and prioritize assigned tasks

Open and willing to change based on new data and information

Ability to be flexible and responsive to the changing needs of the students/staff they serve

JOB TITLE

JOB DESCRIPTION

QUALIFICATIONS:

Master's Degree in Speech-Communication, Speech-Language Pathology or Communication Disorders/Speech Services from an accredited institution of higher education

Appropriate Colorado Department of Education Certification as a Speech-Language Pathologist ages 0-21

ORGANIZATIONAL RELATIONSHIPS:

Reports to Building Principal.

WORKING CONDITIONS:

Work is performed in office, classroom and/or other educational settings.

PHYSICAL DEMANDS:

Work is mostly walking and standing with periods of sitting. Requires worker to lift and carry up to 20 pounds; climb stairs; bend kneel, and crouch; reach, hold grasp and turn objects; use fingers to operate computer keyboard, and form manual sign. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS: Exempt

WORK YEAR: 7 hours/day for 185 days

JOB TITLE

JOB DESCRIPTION

Speech Language Pathology Assistant

Works under the supervision of a certified speech pathologist to supplement services needed to support students with communication/speech needs of students as outlined in an Individual Education Plan.

ESSENTIAL JOB FUNCTIONS:

Follows documented treatment plans or intervention plans or protocols developed by the supervising Speech Pathologist

Document student performance (e.g. tally data for the Speech Pathologist to use, prepare charts, records, graphs) and reports this information to the Speech Pathologist

Completes/submits documentation to support Medicaid reimbursement

Assists with clerical duties and departmental operations such as preparing materials and scheduling activities as directed by the Speech Pathologist

Performs checks and maintenance of equipment

Assists the Speech Pathologist with speech-language and hearing screenings and assessments

Supports the Speech Pathologist in preparing for IEP meetings, in-service training, or other related work activities

OTHER DUTIES:

Performs related work as required.

KNOWLEDGE, ABILITIES AND SKILLS:

Ability to work cooperatively with a variety of people

Ability to follow directions and respond to input from supervising speech pathologist

Ability to organize work load and prioritize assigned tasks

Open and willing to change based on new data and information

Ability to be flexible and responsive to the changing needs of the students they serve

QUALIFICATIONS:

Bachelor's Degree in Speech-Communication, Speech-Language Pathology or Communication Disorders/Speech Services from an accredited institution of higher education

Completed a school speech-language pathology assistant program that meets or exceeds the American Speech-Language-Hearing Association (ASHA) guidelines

Completed a minimum of 100 clock hours of field experiences supervised by a

JOB TITLE

JOB DESCRIPTION

certified speech-language pathologist.

Has Colorado Department of Education Type -1 Authorization as a Speech-Language Pathology Assistant ages 0-21

ORGANIZATIONAL RELATIONSHIPS:

Reports to Supervising Speech Pathologist and Building Principal.

WORKING CONDITIONS:

Work is performed in office, classroom and/or other educational settings.

PHYSICAL DEMANDS:

Work is mostly walking and standing with periods of sitting. Requires worker to lift and carry up to 20 pounds; climb stairs; bend kneel, and crouch; reach, hold grasp and turn objects; use fingers to operate computer keyboard, and form manual sign. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS: Non-Exempt

WORK YEAR: 7 hours/day for 185 days

JOB TITLE

JOB DESCRIPTION

Speech Language Pathology Assistant Supervisor

Oversees and directs the work of assigned Speech Pathologist Assistants. Administers and interprets evaluations related to the Special Education process. Participates in parent conferences or IEP Team meetings. Writes, develops or modifies a student's Individual Education Plan. Assures that an SLPA under their direction is implementing educational programs in an appropriate manner consistent with professional standards.

ESSENTIAL JOB FUNCTIONS:

Administers diagnostic evaluations to determine eligibility for Special Education services and makes determination regarding the need for specialized services to support communication needs of students.

Interprets evaluation data to determine appropriate interventions based on unique needs of student. Summarizes evaluation results for required reporting.

Develops goals and/or objectives for IEP, attends IEP meetings/conferences/team meetings, provides quarterly progress reports regarding IEP goals/objectives.

Develops treatment plans, intervention plans or protocols to be implemented by SLPA

Reviews data compiled by SLPA (charts, records, graphs) to monitor student progress and guide student programming. Completes/submits documentation to support Medicaid reimbursement.

Directs the work of the SLPA to assure the needs of students with disabilities are receiving appropriate support. Assures required level supervision of SLPA is provided on a regular basis.

Works with building Special Education team to assure services are being delivered appropriately by SLPA and helps resolve any issues as they arise.

Works with District Special Education Facilitator to assure scheduling, assignments and related issues are addressed to maintain smooth implementation of student services.

OTHER DUTIES:

Performs related work as required.

KNOWLEDGE, ABILITIES AND SKILLS:

Ability to work cooperatively with a variety of people

Ability to work independently while maintaining high professional standards

Ability to organize work load and prioritize assigned tasks

Open and willing to change based on new data and information

Ability to be flexible and responsive to the changing needs of the students/staff

JOB TITLE

JOB DESCRIPTION

they serve

QUALIFICATIONS:

Master's Degree in Speech-Communication, Speech-Language Pathology or Communication Disorders/Speech Services from an accredited institution of higher education

Appropriate Colorado Department of Education Certification as a Speech-Language Pathologist ages 0-21

Maintains the CCC (Certificate of Clinical Competence) credential from ASHA (American Speech-Language hearing Association)

ORGANIZATIONAL RELATIONSHIPS:

Reports to Special Education Facilitator and Building Principal.

WORKING CONDITIONS:

Work is performed in office, classroom and/or other educational settings.

PHYSICAL DEMANDS:

Work is mostly walking and standing with periods of sitting. Requires worker to lift and carry up to 20 pounds; climb stairs; bend kneel, and crouch; reach, hold grasp and turn objects; use fingers to operate computer keyboard, and form manual sign. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS: Non-Exempt

WORK YEAR: 7 hours/day for 185 days

Spring Creek Educational Diagnostician

**SUMMARY OF FUNCTION**

This position provides diagnostic/assessment services to committed youth as dictated by statute (CRS 19-2-704) in order to determine proper placement and appropriate educational services to be provided. Furthermore, this position administers cognitive, achievement, language, vocational, transitional, and other appropriate education assessments to committed youth, to analyze and interpret results and to provide a written report with recommendations; and to serve as the education representative on the diagnostic team. Position acts as Special Education Teacher in reviewing IEP needs and holding appropriate Special Education staffing.

**ESSENTIAL JOB FUNCTIONS**

- Administers educational, vocational, and transition tests, using evidenced-based tools to assess a student's cognitive ability, academic achievement, vocational aptitude, transition needs, and language ability
- Collaborates with specialists regarding special needs not covered by Educational assessments
- Determines which diagnostic tools to be administered to incoming and current students
- Obtains and reviews student files and extracts relevant information, interviews students, and contacts former schools and employers to summarize students' educational history for all new DYC committed youth
- Organizes and initiates the special education process to include meetings, determination of eligibility, annual reviews of services, transitions needs and educational goals for each eligible student
- Analyze and interprets test results, integrates findings, confers with other team members, and correlates assessment components to draw meaningful diagnostic conclusions
- Generates this data such as test scores used in reports, and then interprets the findings to funding sources and agencies
- Member of the multidisciplinary team, utilizing test results to assist in determining appropriate placement for each individual.
- Compiles and disseminates monthly, quarterly and annual workload statistics by reporting number and kind of academic and vocational tests were given
- Monitor best practices, testing, evidence-based strategies, and current education trends
- Attends scheduled meetings with education diagnosticians from all five-assessment centers for professional training and communication.
- Communicates assessment findings directly to client managers, parents, service providers, school districts and special education personnel
- Attend mandatory training from School District 11, Spring Creek and the Division or Facility.
- Share test results with the assessment team, client managers, student, staff, and parents
- Collaborate with assessment team members from other disciplines: to exchange pertinent findings from each other's evaluations that help to inform and determine possible disabilities for which the student may receive services
- Provide a formal report: written for all students in the form of an educational profile, individual education plan, or personal learning plan and disseminate to appropriate service providers/agencies, client managers, school districts, and parents
- To exchange information/facts effectively through a variety of methods including e-mail and phone

**OTHER DUTIES**

- Performs other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

JOB TITLE

JOB DESCRIPTION

- Working knowledge of special education.
- Knowledge of Individuals with Disabilities Education Act (IDEA)
- Knowledge of Colorado Rules for the Administration of IDEA
- Immediate knowledge and understanding of the assessment process
- Knowledge of the variety of assessment tools available, and how to administer and interpret these tools
- Knowledge of best practices, evidence-based strategies, current education trends to serve as an expert on a multidisciplinary team giving recommendations on student placement.

QUALIFICATIONS

- Bachelor's or Masters degree and significant training or experience in related areas
- Possess a current Colorado teaching license as a special education teacher in Affective, Moderate Needs, Learning Disabilities or Generalist
- Minimum of 3 years experience working in special education
- Legally qualified to administer and interpret educational assessment for special education purposes

ORGANIZATIONAL RELATIONSHIPS

Reports to Department of Youth Corrections administration and principal

WORKING CONDITIONS

- Work is performed in an office environment

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

WORK YEAR

185 days

**JOB TITLE****JOB DESCRIPTION**

Sr. Telecommunications  
Technician/Analyst

**SUMMARY OF FUNCTION**

Reporting directly to the Director of Networking and Telecommunications and working effectively with others throughout the District, this position performs a wide variety of tasks related to the District telecommunications' services environment. This includes, but is not limited to: switch programming, troubleshooting to support help desk inquiries, accommodating and performing hardware and software upgrades, analyzing and planning system upgrades, looking for efficient, cost-effective ways to sustain all telecommunications systems, confirming and verifying billing statements for accuracy, and training other users on proper phone operation. This work includes both hard-wired and wireless communication devices. Also performs technical service calls as required. Communicates requirements to commercial telecommunications providers to meet district requirements.

**ESSENTIAL JOB FUNCTIONS**

- Provides moves, add and changes of telephone equipment District-wide
- Programs and maintains telephone switches to ensure continued service
- Interfaces with users to ensure the telephone system adequately meets their needs
- Provides technical assistance to resolve telecommunications operational problems
- Analyzes usage and load patterns to match the overall network design to enhance efficiency and reduce cost
- Maintains hardware and software to link schools to the main database
- Provides programming and technical support for the interactive voice response system
- Oversees district telecommunications records and reports, including cellular phone procurement and assignment, billing and repair of leased lines and circuits and coordinates with telecommunications and long distance account providers
- Develops, documents, and maintains District telecommunications network standards interfaces with Telecommunications service providers to make sure the District receives uninterrupted service
- Oversees, reviews, and certifies monthly invoices for payment. Ensures activity reports are sent to district departments and schools for review and reimbursement
- Monitors and gives (as needed) training classes for district employees; provides both on-site specific and general training
- Monitors and assures expenses incurred are within budget allotments as defined by the Director of Network and Telecommunications

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Expert knowledge of the technical concepts and methods and procedures used in installing, setting up, and maintaining telecommunications systems and components
- Ability to perform enhanced technical telecommunications installation and maintenance
- Experience with switch operations, user accounts, and administration Proficient with Microsoft Office Professional Suite and other Microsoft applications
- Experience with digital switch multi-site telecommunications environment design and implementation examples are Nortel, Avaya, Saturn Switch, ShoreTel, AT&T, etc.
- Proficient in all District-used telecommunications proprietary languages
- Ability to communicate effectively

JOB TITLE

JOB DESCRIPTION

- Ability to work cooperatively with others
- Ability to understand and keep abreast of the new developments in the telecommunications field
- Using experience and knowledge, able to suggest design upgrades and enhancements for more effective use
- Skill in effectively using all the instruments, tools, equipment, and materials of the telecommunications field

QUALIFICATIONS

- 4-year college level education with a telecommunications or engineering degree or ten years directly related work or a combination of the above
- Strong troubleshooting and technical analysis skills
- Working knowledge of basic networking principles, interdependencies, and services related to the telecommunications field
- Ability to promote harmonious working relationships with staff and outside business representatives
- Enhanced knowledge of telecommunications solutions, processes and configurations required to meet District needs
- Conceptual knowledge of Lan/Wan interfaces and environments

ORGANIZATIONAL RELATIONSHIPS

Reports to the Director of Network and Telecommunications

WORKING CONDITIONS

The work is mainly in a field operations environment, interfacing directly with school telecommunications systems. This includes occasionally going above drop ceilings or into crawl spaces. This also includes an office environment to make system changes and maintain databases for critical operations

PHYSICAL DEMANDS

The work is a mixture of physical activity (into ceilings and crawl spaces as necessary) and sedentary work in an office environment. Typical positions require workers to walk or stand for long periods; lift or carry up to 35 pounds; climb stairs; bend; reach; grasp; and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

Stadium Manager

**SUMMARY OF FUNCTION**

This is a position is split between the Grounds Maintenance Shop and the Athletic Department at Garry Berry Stadium. The Stadium manager supervises crews and performs all grounds maintenance tasks using appropriate methods and equipment. Coordinates proper use of materials on assigned tasks and is directly involved in the quality and quantity of assigned crew's work. Manages maintenance and day-to-day operations of Garry Berry Stadium. During the fall months, supports the stadium Tuesdays through Saturdays including evenings on Thursdays and Fridays for sporting events. During the spring months, supports the stadium Tuesdays through Saturdays during normal daytime hours. Supports the Grounds Maintenance Shop outside of spring and fall sporting events. Responds to emergency situations during and after normal working hours, to include district wide snow removal efforts.

**ESSENTIAL JOB FUNCTIONS**

- As an Essential Employee, carries a District cell phone to respond to emergencies during and after normal business hours, including after hour response for snow removal
- Leads activities of groundskeepers assigned to crew
- Assigns specific tasks to crewmembers as required to accomplish groundskeeping projects
- Inspects work and is responsible for quality of workmanship at the stadium
- Installs and repairs playground equipment and maintains graveled surfaces
- Prepares/maintains athletic facilities for student and public areas
- Installs and repairs fences including chain link, snow fences and split rail
- Operates some heavy equipment; performs minor maintenance of assigned equipment
- Drives a snow plow truck or smaller equipment to remove snow at the District Stadium and/or other schools to allow for opening of district buildings
- Plants trees and shrubs, performs pruning, and maintenance of shrubs, trees, bushes and bedding plants
  - Repairs, maintains and installs sprinkler systems of all District sites and Athletic facilities
- Operates heavy equipment and small engine machines
- Performs striping of athletic fields
- Organizes and directs operations of temporary employees
- Responsible for customer relations at the stadium
- Maintains and cleans locker rooms, restrooms, and concession stands during athletic events and as needed
- Sets up and takes down athletic equipment for athletic events

JOB TITLE

JOB DESCRIPTION

- Cooperates with others/trades as a team member and Provides feedback to foreman of employee performance for evaluations
- Maintains Grounds of stadium and other District facilities by performing various tasks related to the districts established turf management procedures to include mowing, watering fertilization, weed control, and turf establishment.

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of grounds keeping and related work
- Knowledge of basic facilities maintenance
- Ability to perform facilities and athletic grounds maintenance work
- Ability to perform skilled grounds keeping duties
- Ability to supervise others in the work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High school diploma orequivalent
- Within one year of employment, must be able to obtain and maintain a valid Colorado Class A Commercial Driver's License that meets the District driving standards (bi-annual review of motor vehicle records is required for this position). CDL training is offered during normal working hours.

ORGANIZATIONAL RELATIONSHIPS

- Reports to Landscape Shop Supervisor. Indirectly reports to Athletic Director for Stadium •Manager duties and work schedule. Supervises summer employees and others as assigned.

WORKING CONDITIONS

- The work is performed at the landscape shop, Garry Berry Stadium, and at other District sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

Staff Accountant

**SUMMARY OF FUNCTION**

This position is responsible for various accounting and finance related activities including, but not limited to, preparation of bank account reconciliations, management of long term debt, financial report preparation, audit assistance and financial analysis. This position will also be cross-trained on other accounting positions to serve as a backup as needed and will provide support to the Executive Director of Financial Services, the Accounting/Payroll Manager and the Senior Internal Accountant.

**ESSENTIAL JOB FUNCTIONS**

- Reconciles general ledger accounts for all fund types
- Reviews general ledger reconciliations prepared by accounting technicians
- Prepares monthly bank reconciliations, as assigned
- Responsible for (or cross trained to perform) various accounting functions within the Department of Fiscal Services
- Prepares journal entries and reviews journal entries prepared by schools and other staff members
- Prepares audit work papers, roll forward schedules, financial statements and footnotes for inclusion in the CAFR
- Maintains accounting information in accordance with applicable record retention (archive) laws, policies and regulations
- Provides support to the Executive Director of Financial Services, the Accounting/Payroll Manager and the Senior Internal Accountant
- Oversees district long-term debt accounts and prepares reconciliations and related amortization schedules and reports
- Collects and loads financial data into PeopleSoft finance software and ensures compliance with department deadlines related to data submissions, verifies accuracy of data
- Creates, generates and modifies computer spreadsheets/reports as needed to assist in monitoring accounts, performs calculations related to managing accounts
- Provides training to schools and administration departments on accounting related forms, excel templates, data submission requirements, accounting policies and procedures
- Coordinates collection and processing of forms required by local, state and federal programs
- Responds to inquiries from office visitors, schools, other departments, outside agencies and the public regarding specialized information, records, policies, procedures, projects, programs and services
- Reviews transactions and balances various transaction types with corresponding subsystems, works with other functional areas to track down and resolve discrepancies
- Conducts various accounting/financial related activities for the entire district
- Works directly with external auditors on various inquiries and prepares all necessary backup to substantiate balances
- Collects and maintains all long term debt and statistical information needed for annual audit including preparation of CAFR schedules, work papers and footnotes
- Assist schools and other staff in the resolution of discrepancies related to accounting issues, including dealing with other District employees and management
- Designs and implements effective internal controls
- Resolves issues, writes memoranda of understanding, when necessary, communicating accounting procedure changes to staff, departments and schools
- Coordinates with IT on maintaining and improving fiscal services processes including software/reporting changes
- Assists with in-service trainings on accounting and payroll matters

JOB TITLE

JOB DESCRIPTION

- Serves on various ad hoc committees and participates in meetings to resolve issues and makes recommendations to improve, simplify and provide services to schools and departments

**OTHER DUTIES**

- Performs related work as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of accounting principles and practices as applicable to governmental accounting
- Ability to use spreadsheet, word processing and data base software
- Ability to communicate effectively in writing and orally
- Ability to work cooperatively with co-workers and all levels of management

**QUALIFICATIONS**

- Bachelor degree, preferably in Accounting and a minimum of 15 accounting hours

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Director of Fiscal Services.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

WORK DAYS

260

JOB TITLE

JOB DESCRIPTION

Stimulus Project Coordinator

SUMMARY OF FUNCTION

To coordinate the implementation of all activities under AARA in both the Title I and IDEA grants.

ESSENTIAL JOB FUNCTIONS

- Serve as project manager for both Title I and IDEA stimulus grant
- Supervise implementation of project in Title I schools
- Arranging for staff development in areas indicated by the grant
- Coordinate purchases of materials and software
- Supervise the teacher endorsement partnership with UCCS
- Facilitate partnership with Pikes Peak Community College for students attending AVP
- Coordinate the development of Career Orientation and Pre-Pathways courses
- Coordinate the purchase of a data system to track progress and foster continuous student improvement
- Coordinate activities of coaches
- Coordinate process for schools to request programs and/or materials to ensure a full range of interventions at each site.
- Work with AERO department to ensure appropriate evaluation of activities
- Work with budget manager to ensure a comprehensive system of accounting for all ARRA funds
- Prepare written reports as required by the state or district

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Ability to relate well to others
- Strong organizational skills
- Knowledge of Special Education, RtI, PBS
- Extensive experience in professional development

QUALIFICATIONS

- Colorado Teacher Certificate
- Principal or other administrative license

ORGANIZATIONAL RELATIONSHIPS

Reports to Executive Director of Special Education and Title I Director

WORKING CONDITIONS

The work is performed in a typical office/classroom environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

210 Days per year plus a few extra days if needed

Structural Shop Crew Leader

**SUMMARY OF FUNCTION**

Assists in coordination and supervision of the planning and scheduling for the welding and concrete craftsmen. Assigns duties and work orders to the journeymen of the trade. Responds to emergency situations during and after normal working hours.

**ESSENTIAL JOB FUNCTIONS**

- As an Essential Employee, carries a District cell phone to respond to emergencies during and after normal business hours
- Receives job orders and prioritizes each job
- Plans and organizes work for proper and efficient completeness
- Analyzes proposed jobs to determine cost and length of time for completion
- Receives cost estimates from journeymen
- Assembles integrated cost estimates for interdisciplinary projects
- Supervises projects, which require coordination of multiple crafts
- Cooperates and coordinates job tasks with other trades as a team member
- Ensures materials and equipment are available prior to and during a job
- Inspects work of on-going projects to ensure quality work and safe operating procedures
- Assigns work to journeymen, evaluates progress and recommends methods of improvements
- Reports progress to construction supervisor
- Performs employee evaluations to assist supervisor

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to convey information through training and instruction
- Ability to organize and prioritize
- Knowledge of building codes and structural standards
- Ability to learn basic computer skills

**QUALIFICATIONS**

- High School diploma or equivalent
- Four (4) years' experience in welding
- Knowledge of concrete and asphalt trades
- Must be able to obtain and maintain a Colorado Driver License according to District standards (a bi-annual motor vehicle record will be reviewed)

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Construction Shop Supervisor

JOB TITLE

JOB DESCRIPTION

- Supervises journeymen welding/concrete shops

**WORKING CONDITIONS**

The work is performed in a typical workshop environment, at job sites, and in an office setting.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds climb stairs, ladders and scaffolding, bend, kneel, crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

**WORK DAYS**

260

JOB TITLE

JOB DESCRIPTION

Student Assistance Program  
Coordinator

SUMMARY OF FUNCTION

Provides direction and coordination for programs to address needs youth at risk.

ESSENTIAL JOB FUNCTIONS

- Meets regularly with building staff and school teams trained in prevention of substance abuse in order to best utilize the skills and expertise gained through their training
- Develops and implements uniform system of documentation, data collection and evaluation design for high risk/substance abuse programs
- Prepares periodic reports for Board and district staff/administration
- Monitors implementation of district policies and procedures relative to assigned programs
- Identifies building level, cluster and/or district wide issues/concerns related to high risk youth
- Serves as liaison with the community, agencies, and groups relative to existing or established high risk programs
- Develops and maintains effective working relationships between schools and existing programs
- Coordinates appropriate committees and maintains communications among concerned groups
- Maintains contact with other school systems and external agencies relative to high risk programs
- Maintains budget provided through external funding sources

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of programs designed to assist youth at risk
- Ability to coordinate at risk programs effectively
- Ability to establish and maintain effective working relationships with parents, students and community groups involved in the program
- Ability to communicate effectively

QUALIFICATIONS

- Master's degree in counseling or related field
- Two years of experience in public school agency administration/management

ORGANIZATIONAL RELATIONSHIPS

Reports to Director, Externally Funded Programs.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

OTHER DUTIES

Performs related work as required.

FLSA STATUS

Exempt

Student Engagement Specialist

**SUMMARY OF FUNCTION**

The Student Engagement Specialist will lead, facilitate, partner and implement engagement strategies through the district's Comprehensive Student Support Model (CSSM) framework. The Specialist builds trusting relationships with students, families, school staff, and administration to help foster community and improve school culture. The Specialist collaborates with building teams, and the Student Engagement Department, Future Ready Department, community partners, and other governmental agencies to support all students. The Specialist collaborates with school teams to mitigate obstacles that impede a child's social-emotional development and readiness to learn, to promote academic success, high school graduation, a pathway to college/career, and opportunities to lead a productive and fulfilling life. The work addresses the whole child and is based in a trauma-informed framework to help students develop life-long skills that will result in success across students' academic, social, emotional, behavioral, and post-high school domains.

**ESSENTIAL JOB FUNCTIONS**

- Supports school staff in the implementation of the Comprehensive Student Support Model (CSSM), including MTSS, Universal Social Emotional Cognitive Learning (SECL) Curricula delivery, SECL survey implementation/analysis, Trauma-Informed/Responsive Practices, and Restorative Practices.
- Develops and leads professional development and training to support Social Emotional Cognitive Strategies from a trauma-informed lens.
- Provides training, coaching, and technical support with MTSS practices and structures at the school and district level to provide alignment across the district.
- Aligns attendance policies, procedures, and interventions with District objectives and evidence-based strategies or frameworks.
- Communicates and collaborates with district staff regarding the District 11 attendance and engagement policies and regulations to support compliance with local, state, and federal laws and guidelines and provides guidance regarding methods of compliance and best practice.
- Maintains accurate and timely attendance, engagement, and dropout rate data to support school and district administrative teams.
- Supports and trains staff on district protocols and expectations for communication with parents and students around discipline issues.
- Consults and problem solves with K-12 administrators and school-based staff on day to day issues concerning students' safety, discipline, staff needs, and parent needs.
- Supports alignment across district practices to ensure accurate and consistent data.
- Assists with the coordination of District programs and efforts to proactively reduce dropout rates and improve attendance and achievement.
- When needed, participates in home visits alongside school-based staff to foster greater family communication and engagement. Provides support and guidance to school-based staff to facilitate safe and successful practices while conducting home visits.
- Strategizes a process for students and families to obtain services and support to remove systemic barriers to attending school.
- Supports communication and alignment of the District 11 Student Code of Conduct and corresponding policies, regulations and related Colorado Statutes. The Code of Conduct include student conduct, discipline and attendance policies and regulations.
- Communicates department updates with the community and internal committees to discuss and communicate program objectives and updates.

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of Trauma-Informed/Trauma-Responsive Practices.
- Knowledge of school-wide engagement strategies to increase student engagement, attendance, and family participation aligned to MTSS.
- Knowledge of restorative practices to support alternatives to discipline and to increase positive classroom and school cultures.
- Knowledge of Social Emotional Cognitive Learning and the implementation of integrated SECL practices in school settings.
- Knowledge of classroom routines, procedures, and structures to support positive, welcoming, and engaging classrooms resulting in increased student engagement.
- Knowledge of applicable District policies, state laws, rules and regulations governing student attendance, truancy, and dropout prevention.
- Ability to perform administrative and consulting work in connection with mandatory attendance and discipline laws.
- Ability to analyze, interpret, and draw appropriate conclusions from data and/or observations.
- Knowledge of district policies, procedures, goals, and vision, public school laws, rules, and regulations.
- Knowledge and understanding of cultural diversity.
- Knowledge of varying socioeconomic segments of student population.
- Ability to effectively communicate to staff, students, parents, and community members.
- Ability to work cooperatively with others.
- Knowledge and basic understanding of computer functions.
- Maintain a growth mindset to continually improve knowledge base to support the work of this position, including attending, and participating in, professional development.

**QUALIFICATIONS**

Minimum Qualifications:

- Bachelor's degree in Education and/or or related field
- Possess 5 years of contractual experience in public education
- Program coordination experience preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities

**Preferred Qualifications:**

- Master's degree in education, school counseling, school psychology, social work, restorative practices, or related educational fields
- 3 years of experience post-master's degree in public education

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Facilitator of Student Engagement

**WORKING CONDITIONS**

The work is performed in a typical office environment, school setting, driving between settings in personal vehicle, and community settings.

**PHYSICAL DEMANDS**

**JOB TITLE****JOB DESCRIPTION**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

187 Days

Student Information System  
Administrator

### **SUMMARY OF FUNCTION**

The Student Information System (SIS) Administrator is responsible for the overall administration, security, and maintenance of the Student Information System. This includes managing access rights, user permissions, troubleshooting system issues, and ensuring data security. The administrator will collaborate with the SIS vendor to request system updates and refreshes and implement system enhancements. This role requires in-depth knowledge of SIS processes, data integrity, and effective system usage across the district. Additionally, the administrator will ensure compliance with federal, state, and district policies while managing the effective operation of the SIS.

### **ESSENTIAL JOB FUNCTIONS**

- Administers the district's SIS, ensuring smooth operation, accuracy, and security.
- Manages user access rights, permissions, and system security to ensure compliance with district policies.
- Troubleshoots and resolves SIS-related issues, collaborating with staff and the vendor for effective problem resolution.
- Requests and coordinates system refreshes and updates from the SIS vendor, ensuring minimal disruption to operations.
- Ensures that all data within the SIS is secure, accurate, and meets the standards set by federal, state, and district regulations.
- Analyzes and evaluates SIS needs, working with users to prioritize requirements and make recommendations for system improvements.
- Documents issues, solutions, and system configurations to ensure clear communication and knowledge sharing.
- Develops and maintains documentation for system procedures, security protocols, and user access management.
- Provides support to District Programmers, assisting in the effective use and integration of the SIS with other systems.
- Collaborates with the SIS vendor to stay current on system updates, new features, and best practices.
- Evaluates and tests software modifications and enhancements for impact on the system and users.
- Assists in the development and delivery of training programs related to the SIS to ensure efficient use by all users.
- Continuously monitors system performance and security, addressing issues proactively to maintain high system uptime and integrity.

### **OTHER DUTIES**

Performs related work as required.

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Extensive knowledge of Student Information Systems and related educational applications.
- Strong understanding of data security, user access management, and system troubleshooting.
- Proficiency in system administration tasks, including configuration, updates, and maintenance.
- Ability to collaborate with external vendors and internal teams to address system issues and enhancements.
- Ability to analyze user needs and propose solutions that align with district policies and best practices.
- Strong problem-solving and analytical skills with the ability to troubleshoot and resolve technical issues efficiently.
- Ability to document technical issues, solutions, and system processes clearly.

JOB TITLE

JOB DESCRIPTION

- Excellent communication skills to work effectively with staff, vendors, and district personnel.

**QUALIFICATIONS**

- Bachelor’s Degree in Information Systems, Computer Science, or a related field, or equivalent work experience.
- Experience in administering and supporting Student Information Systems.
- Experience in managing user access and ensuring data security in an enterprise-level system.
- Strong experience in troubleshooting and resolving issues related to enterprise information systems.
- Experience working with SIS vendors to request system refreshes, updates, and support.
- Experience in developing and maintaining system documentation and training materials.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports directly to the Director of Digital Solutions.
- Collaborates with other divisions and departments to support technological needs and initiatives across the district.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for extended periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. Work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Student Personnel Coordinator

**SUMMARY OF FUNCTION**

Organizes and administers a student services program of academic, career, and personal guidance and counseling within the school. Provides counseling/guidance to students.

**ESSENTIAL JOB FUNCTIONS**

- Provides personal, academic and career counseling to individuals and groups
  - Assists students with decision-making, peer and family relationships, career/academic planning and crisis intervention
  - Consults with staff and parents on behavioral problems, academic concerns and any issue involving student difficulties
  - Supports and coordinates efforts to improve student success personally and academically
  - Serves on administrative team
  - Performs supervision and counselor and ESP evaluations
  - Directs/supervises work assignments of classified personnel and counseling staff,
- Consults on or creates master schedule
- Chairs student personnel meetings, mini-staffing
  - Plans and implement student orientation and registration, staff development and special student programs
  - Sets student personnel service program goals and objectives
  - Manages student records and reports, including progress reports and grading
  - Serves as the school assessment coordinator for required state, district and local assessments.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of the principles and practices of guidance counseling
- Ability to provide effective guidance counseling to District students
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Master's degree in guidance and counseling
- Four years of counseling and/or teaching experience
- Appropriate Colorado State certification

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal. Supervises support staff.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

197 Days

JOB TITLE

JOB DESCRIPTION

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Student Support and Engagement  
Facilitator

### **SUMMARY OF FUNCTION**

Develop district philosophy, protocol, tools, reports, and support building staff on all aspects related to K-12 attendance and discipline. Maintain a working knowledge of state and national trends to ensure compliance with law and reporting mandates. Work with the offices of MTSS, Safety and Security, Special Education, Equal Opportunity Programs & Ombudservices, and other stakeholders to support the development of appropriate student behaviors while implementing a continuum of preventative and early intervention strategies with an emphasis on Restorative Practices.

### **ESSENTIAL JOB FUNCTIONS**

- Coach, direct, support, and collaborate with the district's building administrators to set expectations, provide best practices and establish accountability for student discipline
- Oversee the enforcement and communication of the District 11 Student Code of Conduct and corresponding policies and regulations
- Provide ongoing training to new and existing administrators on district protocols and expectations for communication with parents and students around discipline issues
- Monitor and revise the district's disciplinary policies and practices to ensure compliance with local, state and federal guidelines that include Restorative Practices
- Align student discipline and attendance policies with District 11 objectives that focus on student engagement, preventative practices, and developmentally appropriate interventions
- Update building administrators regarding new laws and regulations and provides advice regarding methods of compliance and best practice
- Consult and problem solve with K-12 administrators on day to day issues concerning students safety, discipline, staff needs, and parents complaints
- Oversee and coordinates the district's policies regarding the enforcement of the Colorado -Compulsory Attendance Law
- Serve as the district's hearing officer and petitioner regarding school attendance and truancy
- Develop and implement projects and programs with stakeholder committees and interested groups to support at-risk students
- Collaborate with district and school administrative teams to evaluate Student Support and Engagement program effectiveness
- Manage and oversee online expelled learning program, restorative practice implementation, homebound services, and drop-out prevention

### **OTHER DUTIES**

- Performs related duties as assigned

### **KNOWLEDGES, ABILITIES AND SKILLS**

- Ability to apply knowledge of trauma informed practices, restorative

JOB TITLE

JOB DESCRIPTION

practices, and counseling skills when supporting students with attendance and discipline problems

- Working knowledge of applicable policies, laws, rules, and regulations governing attendance and discipline
- Ability to navigate and promote sensitivity with issues of race and equity
- Ability to motivate and effectively lead teams
- Ability to relate effectively to students with attendance and discipline problems
- Strong oral communication, writing, interpersonal skills, phone etiquette, computer and office software proficiency
- Ability to communicate and collaborate with community agencies, internal groups, and committees
- Ability to manage and prioritize budgetary funds to meet the district's strategic plan

**QUALIFICATIONS**

- Master's degree in education, juvenile justice or related educational fields required
- 3 years of experience in public education
- School or district level leadership experience preferred
- Holds or is eligible to hold a valid CDE Principal License

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Executive Director of Student Success and Wellness
- Supervises designated licensed, instructional, and support staff

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity, and is performed in office surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 days

Student Worker - Custodial Assistant

**SUMMARY OF FUNCTION**

Performs all maintenance and minor repair as assigned.

**ESSENTIAL JOB FUNCTIONS**

- Conducts general cleaning/maintenance and minor repairs
- Sweeps, mops, vacuums carpeted areas, and cleans restrooms
- Assists with lunchroom set up and cleaning
- Cleans tables and wet mops; sets up tables and removes trash
- Reports to building manager and/or night manager
- Cleans and maintains tools in working condition
- Assists with necessary supplies to include stocking and/or inventory
- Responds to special requests from building administration, staff and other users of the facility
- Performs outdoor maintenance and repair including watering, playground checks, and other seasonal tasks as needed
- Assists with community school activities as required

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of building custodial work
- Ability to perform building custodial and related work
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- 16 years of age or older
- High school student currently enrolled in job location and in good standing in District 11
- Ability to transport him/herself or have other transportation options
- Demonstrated level of responsibility through acceptable/passing schoolwork and grades
- Recommendation by the school Principal

**ORGANIZATIONAL RELATIONSHIPS**

Reports to school Principal

**WORKING CONDITIONS**

The work is performed in District buildings.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long

JOB TITLE

JOB DESCRIPTION

periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-Exempt

SALARY RANGE

\$12.57 per hour

EQUAL EMPLOYMENT OPPORTUNITY

Colorado Springs School District 11 seeks to comply with applicable laws prohibiting discrimination in employment on the basis of race, religion, creed, color, national origin, sex, age, sexual orientation or disability.

Student Worker - Kitchen Assistant

#### ESSENTIAL JOB FUNCTIONS

- Demonstrates positive customer service attitude at all times
- Assists in the preparation of food for school meals
- Assists in the service of prepared food to students and staff
- May serve on food line
- Cleans and disinfects work area and facilities
- May clean sinks, floors, counters and serving trays
- May rinse and clean dishes and utensils utilizing a dishwasher
- Returns utensils to proper storage place after cleaning
- With supervision, stocks supply shelves and monitors kitchen supplies as needed
- Follow procedures regarding dating and labeling items placed in storage areas

#### OTHER DUTIES

- Performs related duties as assigned.

#### KNOWLEDGES, ABILITIES AND SKILLS

- Knows and practices positive customer service skills
- Knowledge of general kitchen work and sanitation practices
- Ability to perform general kitchen duties
- Ability to communicate effectively
- Ability to work cooperatively and effectively with others

#### QUALIFICATIONS

- 16 years of age or older
- High school student currently enrolled in job location and in good standing in District 11
- Ability to transport him/herself or have other transportation options
- Demonstrated level of responsibility through acceptable/passing schoolwork and grades
- Recommendation by the school Principal

#### ORGANIZATIONAL RELATIONSHIPS

Reports to school Principal

#### WORKING CONDITIONS

The job duties and work is performed in a kitchen and/or dining area.

#### PHYSICAL DEMANDS

Student Worker - SES - Tutor

**SUMMARY OF FUNCTION**

This is a tutoring support role that facilitates students in learning subject matter and skills that will contribute to their development as able and responsible students. The student employee, under the supervision of a certified teacher and Principal, guides the learning process toward the achievement of curriculum goals, content standards, and identified achievement gaps. The tutor employs a variety of instructional strategies and assessments and utilizes appropriate technology to facilitate student learning. The tutor displays personal and professional qualities that promote a safe and caring environment conducive to student learning such as maintaining confidentiality, collaborating with staff, accepting constructive feedback, being a positive role model, treating others with respect, etc.

**ESSENTIAL JOB FUNCTIONS**

Works collaboratively and cooperatively with instructional staff, and others in delivering tutorial services

Provides for effective instructional strategies to meet the identified learning needs of individual students assigned to him or her under the supervision and direction of a certified teacher

Encourages students to set and maintain standards of appropriate classroom behavior

Supervises students assigned to him or her and ensures their safety under the supervision and direction of a certified teacher

Monitors student progress on a regular basis and provides meaningful feedback to students under the supervision and direction of a certified teacher

This position works as an as-needed temporary worker and works at the schedule identified by the Principal

**OTHER DUTIES**

Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

Ability to support students who have identified gaps in achievement

Integrated technology skills to support the content area(s) and student learning

Ability to communicate and work effectively with students, staff, and parents

**QUALIFICATIONS**

16 years of age or older

High school student in good standing in School District 11

Ability to transport him/herself or have other transportation options

Demonstrated level of responsibility through acceptable/passing school work and grades

**ORGANIZATIONAL RELATIONSHIPS**

Reports to teacher and Principal

**WORKING CONDITIONS**

The work is performed in a school classroom or computer lab setting.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS** Non-Exempt

Student Worker - Tutor

**SUMMARY OF FUNCTION**

This is a tutoring support role that facilitates students in learning subject matter and skills that will contribute to their development as able and responsible students. The student employee, under the supervision of a certified teacher and Principal, guides the learning process toward the achievement of curriculum goals, content standards, and identified achievement gaps. The tutor employs a variety of instructional strategies and assessments and utilizes appropriate technology to facilitate student learning. The tutor displays personal and professional qualities that promote a safe and caring environment conducive to student learning such as maintaining confidentiality, collaborating with staff, accepting constructive feedback, being a positive role model, treating others with respect, etc.

**ESSENTIAL JOB FUNCTIONS**

- Works collaboratively and cooperatively with instructional staff, and others in delivering tutorial services
- Provides for effective instructional strategies to meet the identified learning needs of individual students assigned to him or her under the supervision and direction of a certified teacher
- Encourages students to set and maintain standards of appropriate classroom behavior
- Supervises students assigned to him or her and ensures their safety under the supervision and direction of a certified teacher
- Monitors student progress on a regular basis and provides meaningful feedback to students under the supervision and direction of a certified teacher
- This position works as an as-needed temporary worker and works at the schedule identified by the Principal

**OTHER DUTIES**

Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Ability to support students who have identified gaps in achievement
- Integrated technology skills to support the content area(s) and student learning
- Ability to communicate and work effectively with students, staff, and parents

**QUALIFICATIONS**

- 16 years of age or older
- High school student currently enrolled in job location and in good standing in District 11
- Ability to transport him/herself or have other transportation options
- Demonstrated level of responsibility through acceptable/passing schoolwork and grades
- Recommendation by the school Principal

**ORGANIZATIONAL RELATIONSHIPS**

Reports to teacher and Principal

**WORKING CONDITIONS**

JOB TITLE

JOB DESCRIPTION

The work is performed in a school classroom or computer lab setting.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS** Non-Exempt

**SALARY RANGE**

\$13.25 per hour

**EQUAL EMPLOYMENT OPPORTUNITY**

Colorado Springs School District 11 seeks to comply with applicable laws prohibiting discrimination in employment on the basis of race, religion, creed, color, national origin, sex, age, sexual orientation or disability.

JOB TITLE

JOB DESCRIPTION

Study Hall Sub

SUMMARY OF FUNCTIONS

Supervises students assigned to study hall and in other areas.

ESSENTIAL JOB FUNCTIONS

- Supervises students assigned to study hall
- Maintains quiet atmosphere
- Disciplines students or determines if removal is appropriate
- Keeps attendance records and submits to attendance office
- Administers tests at teacher’s request
- Monitors and supervises student activity in other areas of the building as assigned

OTHER DUTIES

- Perform related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Ability to supervise students in study hall
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High School diploma or equivalent
- For all long term positions (10 consecutive days) a copy of your Associates Degree or 48 Semester Hours
- 2 professional, signed letters of recommendation (must be within the last two years)
- Fingerprints

ORGANIZATIONAL RELATIONSHIPS

- Reports to building administrator

WORKING CONDITIONS

- The work is performed in a school classroom

PHYSICAL DEMANDS

The work is sedentary with periods of light physical activity. Typical positions require workers to alternate between standing and sitting as needed, lift up to 5 pounds on an occasional basis and 2 pounds on a frequent basis, occasionally walking, balancing, stooping, kneeling, crouching, and overhead and floor reaching, frequently reaching at desk level, firm and simple grasping, and fine motor activities. The work requires constant seeing, hearing and talking.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Study Hall Supervisor

SUMMARY OF FUNCTION

Supervises students assigned to study hall and in areas.

ESSENTIAL JOB FUNCTIONS

- Supervises students assigned to study hall
- Maintains quiet atmosphere
- Disciplines students or determines if removal is appropriate
- Keeps attendance records and submits to attendance office
- Administers tests at teacher’s request
- Monitors and supervises student activity in other areas of the building as assigned

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of effective methods of controlling student behavior
- Ability to supervise students in study hall
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- High school diploma or equivalent

ORGANIZATIONAL RELATIONSHIPS

Reports to building administrators.

WORKING CONDITIONS

The work is performed in a school classroom.

PHYSICAL DEMANDS

The work is sedentary with periods of light physical activity. Typical positions require workers to alternate between standing and sitting as needed, lift up to 5 pounds on an occasional basis and 2 pounds on a frequent basis, occasionally walking, balancing, stooping, kneeling, crouching, and overhead and floor reaching, frequently reaching at desk level, firm and simple grasping, and fine motor activities. The work requires constant seeing, hearing, and talking.

FLSA STATUS

Nonexempt

Substitute Teacher/Emergency Substitute

#### SUMMARY OF FUNCTION

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able and responsible men and women. The substitute teacher guides the learning process toward the achievement of curriculum goals and--in harmony with the goal--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or students groups involved. Displays personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students e.g. are consistent, fair, dependable, responsible and respectful.

#### ESSENTIAL JOB FUNCTION

- Provides effective instructional techniques for all students in the classroom
- Maintains student attendance records/may collect money and monitor funds
- Provides information and support to students as needed
- Creates a positive classroom environment which upholds and enforces the school rules and is conducive to learning
- Demonstrates punctuality, good attendance, and professional attitude
- Develops and maintains professional working relations with other district employees
- Substitutes are expected to observe the same ethical codes as all District employees
- Attire should reflect the professional position of the employees and must adhere to District's professional dress code
- Pupil records of any description are confidential and must be treated as such
- Responsible for the proper use and care of classroom books and materials
- Always check in at the office upon arriving at the building to receive information regarding room assignment, lesson plans, duties, mailbox and materials for the day
- Always check out at the conclusion of the day to leave keys, etc.
- Leave room areas neat and in order

#### OTHER DUTIES

Substitutes will perform any teaching related duties required by the site, including covering another class during an absent teacher's planning period, lunchroom or hall duty, and/or playground duty.

#### KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrate classroom management/instructional strategies to support student achievement
  - Knowledge of subject area, curriculum, and standard based education
  - Knowledge of the general organization and functions of a public school system
  - Good organization and communication skills
  - Demonstrates accomplishments in keeping professionally current
- Ability to effectively use District's technology to include the SEMS (telephone and online) system

#### QUALIFICATIONS

- 3 or 5 year Substitute Authorization (requires a Bachelor's Degree) or Current teaching License from the Colorado Department of Education (must be scanned/uploaded into your application)
- 2 Professional, signed letters of recommendation, written within the past two years (must be scanned/uploaded into your application)

JOB TITLE

JOB DESCRIPTION

- Official college transcripts (must be scanned/uploaded into your application and presented upon request; no copies will be accepted)

ORGANIZATIONAL RELATIONSHIPS

- Always check in at the office upon arriving at the building to receive information regarding room assignment, lesson plans, duties, mailbox and materials for the day
- Allow time to become familiar with the physical set-up of the room and to locate materials and necessary forms to carry out the assignment in a successful manner
- Leave a summary of the day's activities for the regular teacher.
- Leave room area neat and in order
- Always check out at the conclusion of the day to leave keys, etc.

WORKING CONDITIONS

The work is performed in a school classroom

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards, demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students in cases of emergency only. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Nonexempt

JOB TITLE

JOB DESCRIPTION

Summer Groundskeeper

SUMMARY OF FUNCTION

Performs various grounds maintenance tasks using appropriate methods and equipment. Work includes physical labor, heavy lifting (up to 100 pounds), bending to the ground and raising objects over the head and digging and twisting. Workmen must be able to use all muscle groups and have a full normal range of motion as hard physical labor extending for 50 minutes out of every hour for an eight hour work day is often required. This is an entry level position.

ESSENTIAL JOB FUNCTIONS

- Perform various tasks related to care of turf and grounds maintenance including, but not limited to mowing, watering, fertilization and weed control and the promotion of seeded areas
- Perform basic pruning and maintenance of shrubs, trees, bushes and bedding plants
- Assist with the maintenance and repair of sprinkler systems
- Assist with the repair, maintain and install playground equipment and playground surfaces
- Assist with the maintenance of asphalt pavements, graveled and unimproved areas
- Cooperates with others as a team member
- Perform manual labor tasks and other related duties as assigned

QUALIFICATIONS

- Valid Colorado drivers license with at least one year of good driving record
- Ability to use all muscle groups with a full, normal range of motion including squatting, twisting, and lifting objects over head
- Some grounds care experience preferred

ORGANIZATIONAL RELATIONSHIP

Works in the Landscape Shop and is typically assigned to a crew or under the supervision of a regular, full-time groundskeeper or crew leader

WORKING CONDITIONS

- Works in all weather conditions including adverse weather
- Some exposure to chemical/pesticides and herbicides with suitable protective measures
- Operates vehicles and powered equipment including mowers, weed-eaters, and other grounds care equipment
- Lifting up to 100 lbs.
- Hard physical labor for 50 minutes out every hour for an 8 to 10 hour day
- Occasional overtime

Superintendent

Qualifications/Powers and Responsibilities of Superintendent  
(Job Description)

TITLE: Superintendent of schools

QUALIFICATIONS: 1. A valid administrator's license as issued by the Colorado Department of Education.

2. An earned master's degree; doctorate and district level administrative experience preferred.

3. At least eight years of successful experience in teaching, administrative and/or supervisory fields

4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Board of Education

SUPERVISES: Directly or indirectly all employees of the district

JOB GOAL: The superintendent shall be the chief executive officer of the Board and shall possess the power and discharge the duties that pertain to the superintendent's office together with those defined in State law and in Board policies and regulations. Under the direction and control of the Board, the superintendent shall have general supervision and direction of all public schools in the district.

PERFORMANCE RESPONSIBILITIES:

The superintendent of schools shall be responsible for the general management of the schools of the district under the requirements of the state and the policies of the Board. The superintendent shall be responsible for guiding the development of the educational objectives and programs of the school district to fulfill the educational needs of all students. The superintendent shall provide overall direction to the activities of the school district and its personnel toward the accomplishment of district goals, administer the policies of the Board, conserve the school district's assets and resources, and maintain and enhance the school district's standing in all its internal and external relationships.

The management responsibilities of the superintendent shall extend to all activities of the district, to all phases of the educational program and to all parts of the physical plant.

1. Operations. The superintendent shall:

Page 2 of 4

Colorado Springs School District 11

Board of Education Policy

CBA/CBC, Qualifications/Powers and Responsibilities of Superintendent

Adopted February 22, 2012

a. Manage the work of all personnel in planning and program development and direct the activities of the school district. The superintendent may delegate these responsibilities together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results of any portion of the accountability.

b. Manage the development of long- and short-range educational objectives for the improvement and growth of the school district and of educational activities in the school district.

c. Manage the development of the overall educational process and administrative procedures and controls necessary to the implementation of educational programs for the achievement of the educational objectives of the school district, including state and district content standards.

d. Manage the regular and systematic evaluation, analysis and appraisal of the achievements of students and the performance of personnel in each of the educational programs or activities against stated objectives of the school district.

e. Report to the Board the progress and status of the programs and activities of the school district.

f. Inform the Board on all matters of major importance or significance to the

activities, programs and progress of the school district.  
 g. Translate Board policy into action.

2. Organization. The superintendent shall:

- a. Establish and maintain an administrative organization which provides for the effective management of all the essential functions of the school district.
- b. Recommend proposed revisions to the organization of the management structure including the establishment or elimination or a revision of administrative positions.

3. Personnel. The superintendent shall:

- a. Develop and recommend policies and programs for personnel recruitment, selection and employment; employee relations; employee benefits and services; employee safety; personnel evaluation, and salary administration for the school district.
- b. Ensure the maintenance of an adequate staff of properly trained administrative and supervisory personnel throughout the school district.
- c. Recommend to the Board the selection, employment, assignment, transfer and suspension of all personnel.
- d. Supervise assigned personnel and conduct periodic evaluations and appraisals of their performance.

e. Recommend salary increases and salary adjustments for all personnel.  
 f. Develop and recommend to the Board job classifications for all new positions.

4. Finances. The superintendent shall:

- a. Direct the development of the annual budget of the school district.
- b. Review and recommend programs and supporting data for funds to be included in the annual budget of the school district.
- c. Provide for the overall management of the school district's financial activities and take appropriate action to ensure that expenses are kept within the approved budgetary limits of the school district.
- d. Assist principals and directors in maintaining economy and efficiency in the operation of their administrative units.
- e. Maintain an active contact and familiarization with local, state, federal and philanthropic programs that provide or could provide financial assistance to the district.

5. Relationships. The superintendent shall:

- a. Act as executive officer for the Board.
- b. Act as professional and educational advisor to the Board.
- c. Attend meetings of the Board with the right to comment on all issues.
- d. Prepare the agenda for all educational matters for all meetings of the Board and deliver the agenda with pertinent information on each item well in advance of the meeting.
- e. Participate in the affairs of local, state and national professional organizations.
- f. Serve as a representative of the school system and the community at meetings on the local, state and national level.
- g. Maintain a cooperative working relationship between the schools and the community and community agencies.
- h. Be loyal to the Board and implement its decisions and policies.
- i. Establish and maintain such other relationships within and outside the school district as required to carry out his responsibility.

Page 4 of 4

Colorado Springs School District 11  
 Board of Education Policy

JOB TITLE

JOB DESCRIPTION

CBA/CBC, Qualifications/Powers and Responsibilities of Superintendent  
Adopted February 22, 2012  
The superintendent shall perform such other duties and exercise such other authority as may be required by law or the Board of Education.  
EVALUATION: Performance of this job shall be evaluated at least annually in accordance with the provisions of the Board's policy on evaluation of the superintendent.  
Adopted February 22, 2012  
LEGAL REF.: C.R.S. 22-9-106 (4) (qualifications to evaluate personnel)  
CROSS REF.: CBI, Evaluation of Superintendent

JOB TITLE

JOB DESCRIPTION

Supervisor - Technology Integration  
Spec

SUMMARY OF FUNCTION

Plans, supervises and implements automation services district wide, assists in cataloging of media and technology and serves as consultant to all content areas to ensure educational media and technology integration into Standards Based Education (H81313).

ESSENTIAL JOB FUNCTIONS

- Assists in the development, implementation and assessment of educational technology needs in School District Eleven
- Assists the District staff in integration of educational technology into the curriculum focusing on content standards
- Catalogs media and technology
- Coordinates retrospective conversion of all records
- Coordinates the development, implementation and presentation of educational technology in-service activities focusing on automation and integration
- Keeps informed of and disseminates information on developments and changes in the field of educational technology and media
- Assists with the implementation of Capital Reserve and other educational technology/media projects
- Assists District staff in the purchase of hardware and software

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of the purposes, concepts, hardware and software of educational technology as applied to the requirements of the District
- Ability to implement educational technology effectively into the curriculum
- Ability to demonstrate the use of educational technology hardware and software effectively
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to keep abreast of developments in the field

QUALIFICATIONS

- Master's degree in educational technology or related field
- Four years experience in education technology, teaching and related areas

ORGANIZATIONAL RELATIONSHIPS

Reports to Director of Educational Media and Technology.

WORKING CONDITIONS

The work is performed in a typical office environment and media settings.

PHYSICAL DEMANDS

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs or ladders; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Support Center Coordinator

## Summary of Function

Supervises and operates the District 11 technology Support Center. Receiving a wide variety of calls related to information technology problems, upgrades, applications, questions on Internet/Intranet communications, PC/Mac operations, and telecommunications for all remote sites within District 11. Provide advice, solutions and assistance to customers and to other Support Center personnel. Performs technical service calls as required.

## Essential Job Functions

Troubleshoot problems related to:

- Hardware: Dell laptop and desktop personal computers, computer peripherals, printers, handheld devices, network interface cards, modems, telephones and AV equipment
- Software: MS Office suite 2007 and up, Windows XP and Windows 7, Macintosh OS 9.04 and up, iPhone, and iPad operating systems. District approved instructional applications, PDA/handheld operating systems and related software, Zangle student information system, PeopleSoft, Heat ticketing software, virus protection and other supported software applications
- Network Communications: Windows Server 2003-2008, Telephone, TCP/IP and print server troubleshooting.
- Provide advice and assistance to District 11 technology users with varying skill levels, ranging from basic to advanced, determining the exact nature of problem, how and when the problem occurred, symptoms, probable cause and solution
- Analyze information gathered from user and determine whether the problem can be fixed immediately by walking the user through the steps necessary for corrective action, (using remote tools) or assign to appropriate department and arrange for a site visit by a support technician
- Record Support Center requests in Heat ticketing software application and route to appropriate IT Division department/staff members for corrective action. Perform maintenance/upgrades in FrontRange Solutions Heat application. Provide and create timely reports from Crystal Reports 11 on customer satisfaction to supervisor and school sites. Modify and customize FrontRange solutions Heat desktop and web application and perform database management
- Record IT service calls in the Heat ticketing application to measure customer satisfaction and report and schedule call backs for users as needed
- Work collaboratively with IT personnel and other departments and schools to improve operation, safety, and efficiency of systems and equipment
- Keep informed of and disseminate information on Information Technology developments, improvements and changes
- Provide timely communication/warnings to District 11 staff of virus, identity theft, spam and other malicious activities as they become apparent

## Other Duties

- Performs related work as required

## Knowledge Abilities and Skills

- In-depth knowledge of the principles, practices and techniques of a wide variety of WAN/LAN/PC operating systems and protocols, including Windows XP and Windows 7, Macintosh OS 9.04 and up, server 2003 and 2008
- Macintosh OS 9.04& up, iPhone or iPad operating system experience and knowledge extremely helpful
- Knowledge of the principles, concepts, and practices of networking, including hardware and software configuration related to District 11 Windows network, including Windows Server 2003-2008 and print server operation
- Ability to analyze problems and determine appropriate solutions
- Ability to communicate and coach effectively with a wide variety of people

JOB TITLE

JOB DESCRIPTION

with technical and non-technical backgrounds

Qualifications

- Bachelors Degree or equivalent training and experience in information technology network management and/or directly related field
- 3 years experience which demonstrates knowledge of network management, LAN/WAN communications PC/Macintosh operations and/or related field
- 3 years experience with FrontRange Solutions Heat management including modification and customization of desktop and web application
- 3 years experience creating Crystal 11 reports
- Demonstrated help desk supervisory experience
- Demonstrated ability to learn new technologies and seek certification
- Demonstrated ability to provide leadership and direction to team members
- Must have a current Colorado State Drivers License

Organizational Relationships

Reports to the Director of Technical and Support Services.

Working Conditions

The work is performed in a typical office environment.

Physical Demands

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods, lift and carry up to 40 pounds, climbing stairs, bend, reach, hold grasp and turn objects, detect odors and use fingers to operate keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA Status

Exempt

Support Center Specialist

**SUMMARY OF FUNCTION**

Provides systems support, assistance, and documentation to district administrative users, along with any needed, or related, training. Coordinates SIS user group activities to create a forum for effective user communication. Works with SIS supported backup systems. Responds to user questions and inquiries as needed.

**ESSENTIAL JOB FUNCTIONS**

- Provides telephone and face-to-face support for user when problems occur
- This includes:
  - Responds to user questions/inquiries
  - Explains to, and assisting users, in implementing proper solutions to their questions
  - Analyzes users application issues, and assessing nature and extent of issues
  - Determines the level of technical/functional expertise required for resolution
  - Troubleshoots and researches user issues
  - Seeks and provides solutions to issues when possible, or determining level of assistance needed to solve problem, and directing inquires to appropriate system experts when needed
  - Tracks the resolution to the inquires
  - Reports issues to vendor when needed
  - Works with vendor support personnel to resolve issues when needed
- On charge of all SIS user groups activities, including:
  - Sets up meeting times and locations
  - Prepares agendas and accompanying documentation
  - Leads the meeting
  - Gathers input from the meeting
  - Conducts demonstrations and training when appropriate
- Prepares materials, reports, and documentation to provide support to users. Creates appropriate ways to get information to users, including publishing to MIS web site
- Suggests modifications to user self help manuals, and develops procedures and guidelines to assist users in proper and accurate software use and the setup and operation of the systems
- Reviews student systems training materials and suggests and/or develops modifications where needed and applicable. Responsible for creating SIS training program and provides user training as needed
- Assists in conducting acceptance tests for administrative systems enhancements and modifications, and recommends changes as needed. Assists technical staff in implementing system upgrades
- Suggests methods for maintaining and improving, the quality of systems, and how to upgrade user's skills and knowledge
- Responsible for working with users to identify system changes needed, and supports the maintenance of student's files by updating system components such as tables, codes, and configurations as needed
- Assists in operations functions such as creating& printing report cards, backups, and other large output projects done centrally
- Helps setup, monitor, and implement central and remote backup systems for MIS supported systems
- Sets up and implements elementary scheduling prior to the start of the school year, and assists users with scheduling issues during the school year

**OTHER DUTIES**

- Performs other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

JOB TITLE

JOB DESCRIPTION

- Knowledge of PC operations, operating systems, office applications and database operation, as applied to supporting users, preparation of documentation, and training in a large computing environment
- Knowledge of modern office practices and operation in an office setting, which includes computers
- Ability to operate PC keyboard devices at moderate speed
- Ability to provide user assistance and training within areas of capability
- Ability to learn and apply new software applications quickly

PREFERRED KNOWLEDGES, ABILITY AND SKILLS

- Understanding, knowledge, or experience with large integrated systems
- Understanding, knowledge, or experience with Student Information Systems
- Understanding, knowledge, or experience with backup systems
- Understanding, knowledge, or experience with large scale printing environments

QUALIFICATIONS

- High School diploma or equivalent, and two years of college level computer training or equivalent
- Two years of experience with PC computer systems or equivalent
- Strong organizational and logic skills
- Excellent written and verbal communication skills
- Outstanding people skills, with ability to work independently

ORGANIZATIONAL RELATIONSHIPS

Reports to Support Supervisor

WORKING CONDITIONS

The work is performed in a typical office environment

Support Center Specialist (LRS)

**SUMMARY OF FUNCTION**

Under the direction of the Director of Technical and Support Services, the Support Center Specialist's primary function is to provide advice and assistance to customers, with a strong customer service focus being essential. The Specialist operates the District 11 Technology Support Center, receiving a wide variety of calls related to information technology problems, upgrades, and questions on Internet/Intranet communications, PC/Macintosh operations, and telecommunications from all remote sites within District 11. This position is responsible for promptly answering, and accurately documenting incoming calls, voice mail, and e-mail. The Specialist is also responsible for logging calls, creating tickets, initial identification and resolving problems, locating solutions using a knowledge base, assigning tickets and tracking tickets until they are closed. The Support Center Specialist must have excellent verbal/written communication skills, a professional phone manner, presentation and time-management skills, adaptability, attention to detail, and ability to multitask. Previous customer service and help desk experience is desired preferably using Front Range Solutions "HEAT". Performs technical service calls as required

**ESSENTIAL JOB FUNCTIONS**

- Work with district vendors in providing timely warranty repairs / replacements
- Log calls and create tickets
- Maintain call logging and tracking database
- Provide high level of customer service using established protocols and procedures
- Research variety of technology problems and determine possible solutions
- Communicate effectively and positively with end-users / customers
- Troubleshoots Dell Laptop computers, desktop personal computers, computer peripherals, printers, PDA's, network cards, modems, telephones and scanners
- Troubleshoots and assists customers with MS Office suite, 97 professional and up, Word Perfect, District approved instructional applications, PDA operation systems and related software, Zangle Student Information System, PeopleSoft, Heat ticketing software, virus protection, Internet Explorer, MS Outlook, OWA, and other supported software applications
- Possess' some knowledge of Windows 2000 servers and up, also TCP/IP protocol and IP addressing
- Provides advice and assistance to District 11 technology users with varying skill levels, ranging from basic to advanced, to determine exact nature of problem, how and when the problem occurred, symptoms, and the probable cause and solution
- Analyzes information gathered from user and determine whether the problem can be fixed immediately using remote access tools
- Records Help Desk Requests in Heat ticketing software database and route to appropriate IT Division / Department staff for corrective action as needed.
- Works collaboratively with IT personnel, other departments and schools to improve operation, safety and efficiency of systems and equipment
- Records IT service calls to measure and report on customer satisfaction

**OTHER DUTIES**

- Performs other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Must demonstrate the following:
- Have excellent PC skills including Windows, Internet, Office 97 Pro, Office 2000 PRO, Office 2003 word processing, spreadsheet, presentation and database applications.
- Demonstrate a range of troubleshooting skills to solve hardware and software

JOB TITLE

JOB DESCRIPTION

problems

- Ability to analyze problems and determine appropriate solutions
- Ability to communicate effectively with a wide variety of people with both technical and non-technical backgrounds
- Be highly detail oriented and well organized
- Be focused on customer service
- Research skills – Knowledge bases, tech forms, etc.
- Knowledge of principals, practices and techniques of a wide variety of WAN/LAN/PC operating systems and protocols, including Windows 95, Windows 3.xx, MS-DOS, MacIntosh OS 8 and up server 2000& 2003, & print server operations
- Knowledge of the principals, concepts and practices of networking
- Ability to analyze problems and determine appropriate solutions

QUALIFICATIONS

- Minimum 1-2 years help desk experience.
- Professional phone manner and customer service orientation experience which demonstrates knowledge of; network management, telecommunications, PC/MacIntosh operations and/ or related fields
- Demonstrated ability to troubleshoot educational and business related applications, and operating systems
- Demonstrated ability to communicate effectively with a wide variety of people
- Must have a current Colorado State Drivers License

ORGANIZATIONAL RELATIONSHIPS

Reports to Technical and Support Services Director

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers and hearing and to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing and to detect odors.

FSLA STATUS

Non-exempt

Support Services Technical Specialist

**SUMMARY OF FUNCTIONS**

The primary function of the Support Services Technical Specialist (Floater) is to provide cross level support for the Technology Integration Teams in schools and the Call Center as needed. Providing prompt, quality and friendly customer service is a priority. This position is responsible for troubleshooting a variety of hardware, software and network problems, using and training others to use multi-media and presentation software in schools, and performing on-site troubleshooting/repairs as needed. A high level of skill in organizing and time-management, a high level of flexibility, attention to detail, and the ability to multi-task are essential.

**ESSENTIAL JOB FUNCTIONS**

- Be an effective and collaborative member of the Technology Integration Support Teams
- Provide a high level of customer service in schools and the Call Center using established protocols and procedures
- Communicate effectively and positively with end-users / customers
- Provide multimedia training and audiovisual training/troubleshooting upon request
- Troubleshoot hardware, software and peripheral problems and determine possible solutions
- Maintain logs, records, files and related data

**OTHER DUTIES**

- Performs other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent PC skills and multimedia software use and production skills
- A current knowledge of computer technology as applied to diagnosis, repair and maintenance
- A range of troubleshooting skills to solve hardware and software problems
- Ability to analyze problems and to quickly determine appropriate solutions
- Ability to communicate effectively with a wide variety of people with both technical and non-technical backgrounds
- Detail oriented and well-organized
- A focus on customer service

**QUALIFICATIONS**

- Associates Degree or equivalent training/experience in a related field
- Minimum 1-2 years experience in an educational environment
- Appropriate certification(s) and proven willingness to continually upgrade skills
- Previous experience in District Eleven is highly desirable
- Demonstrated flexibility in the workplace
- Must have current Colorado State Drivers License

**ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Executive Director of Technology Integration and Support Services

**WORKING CONDITIONS**

The work is performed in a typical office environment and in schools.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computers or other equipment; and feel the shape, size and temperature of objects. The

JOB TITLE

JOB DESCRIPTION

work requires the ability to speak normally and to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

WORK YEAR

260 Days

System Administrator ADS

**SUMMARY OF FUNCTION**

Plans, develops, oversees, and implements activities related to the design, maintenance, and security of the district's administrative software and database systems. Directly responsible for the establishment of procedures pertaining to data management, data integrity, system monitoring, system integration, and system performance optimization. Conducts system related feasibility studies, and manages system and data requirements supporting the development of applications.

**ESSENTIAL JOB FUNCTIONS**

- Maintains and modifies systems related to application database files and structures
- Works with new systems and developments to assure proper integration and performance
- Evaluates and modifies system design to insure most efficient database structure within system environment
- Develops and performs testing as needed
- Performs maintenance activities to insure data integrity while keeping optimal performance for administrative applications
- Tasks include management of data dictionary and related library definitions, along with performing systems analysis related to I/O performance, data distribution, capacity planning and data processing support and implements corrective actions as needed
- Assists users and staff with assistance on data issues and information systems use as needed
- Provides system expertise to extract data from system sources to meet user needs
- Identifies user related database problems and modifies systems and programs as needed
- Oversees database system security, and user access
- Monitors and manages system resource access and modifies system resource allocations to be consistent with user needs and priorities
- Oversees memory access, disk space allocations, and related access
- Performs software installations and upgrades for database and software systems and installs related products as applicable
- Isolates, identifies and troubleshoots actual and potential database system performance issues and takes corrective action as needed
- Maintains database system hardware and software integrity related to the database structures. Analyzes and implements optimization plans to enhance system performance
- Supervises the integration of new database software with current systems
- Installs software upgrades and enhancements, in addition to verifying and monitoring all changes. Troubleshoots system problems and supports IS staff with related troubleshooting issues
- Designs, monitors, and implements data replication between systems and takes corrective action as needed
- Designs, implements and monitors data warehousing activities on administrative data systems
- Works with other staff and users to assist them in data warehousing needs
- Creates and implements policies related to database access and use for administrative systems

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to understand and use large data management systems
- Ability to perform sound data analysis and take corrective actions regarding

JOB TITLE

JOB DESCRIPTION

data management matters

- Strong organizational and logic skills
- Effective written and verbal communication skills
- Good people skills, with ability to work independently
- Ability to keep abreast of developments in the field
- Understanding, knowledge, or experience with SQL language
- Understanding, knowledge, or experience with Microsoft Sharepoint systems
- Understanding, knowledge, or experience with backup and data recovery systems

**QUALIFICATIONS**

- B.S. Computer Science or related area, or equivalent experience
- Three years' experience in database management and analysis.
- Three years' experience in database design, implementation, and management
- Excellent working knowledge of, and experience with, a client server operating environment.

**PREFERRED QUALIFICATIONS**

- Experience in, or familiarity with, data management in an educational environment
- Experience with Microsoft server and Operating Systems
- Experience with large multiple database environments that share data
- Experience with remote management of computer systems

**ORGANIZATIONAL RELATIONSHIP**

Reports to Director of Management Information Services

**WORKING CONDITIONS**

The work is performed in a typical office environment. The work requires long periods of computer use that require the use of fingers to operate. The work may require worker to walk or stand for long periods. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FSLA STATUS**

Exempt

**WORK YEAR**

260 days

System Improvement Data Coach

The System Improvement Data Coach will assist the System Improvement Specialist and the Assessment Facilitator toward building and sustaining a shared effort to improve school effectiveness and student achievement using various data sources.

**ESSENTIAL JOB FUNCTIONS**

- Assisting the facilitation of continuous improvement processes merging diverse data sources to inform instructional practice;
- Assisting the facilitation of continuous improvement processes merging diverse data sources to inform the creation of objectives and key results for district and school improvement plans (UIPs);
- Provide support to teacher teams in using various data sources to inform instructional practice and culture toward improved student achievement;
- Model effective teaching techniques and strategies;
- Understand, interpret, and communicate quantitative and qualitative data to various stakeholders;
- Performs related work as assigned.

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• **KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent interpersonal skills
- Knowledge of basic writing grammar and punctuation and ability to write clearly
- Ability to learn new skill independently
- Ability to keep information confidential
- Ability to work across multiple departments toward shared goals

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• **QUALIFICATIONS**

- Minimum bachelor's degree from an accredited college or university
- Successful experience working with adults in the areas of coaching and professional training
- Knowledge of process improvement strategies, content standards, and data analysis/presentation

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• **ORGANIZATIONAL RELATIONSHIPS**

- Reports to the System Improvement Specialist and Assessment Facilitator

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• **WORKING CONDITIONS**

- The work is performed in a typical school or office environment
- Flexibility in work schedule is required

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• **PHYSICAL DEMANDS**

- The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

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• **WORK YEAR:**

- 207 Days

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• **FLSA STATUS**

Exempt

System Improvement Specialist

**SUMMARY OF FUNCTION:**

The System Improvement Specialist works in conjunction with district leadership and various departments to enhance teacher/school/district effectiveness and student achievement. The specialist supports the goals, objectives, strategies and programs of the district and is the communication link between the district and school sites.

**ESSENTIAL JOB FUNCTIONS**

- Develop recommendations and identify opportunities to improve school and district programs through an identified improvement process
- Facilitate and lead the implementation of district improvement strategies and/or programs
- Provide support in organizing, coordinating, and implementing aligned professional development opportunities and resources to schools with identified opportunities
- Expertise in matching strategic resource to identified needs to improve student achievement
- Build and sustain a shared effort for improvement of the learning environment
- Manage all aspects of assigned projects including project milestones and deliverables
- Understand the purpose and specifics of core, supplemental, and intervention programs and serves as a guide to the staff to effectively implement these programs
- Model direct, explicit systematic instruction including effective teaching techniques and strategies
- Understand and interpret assessment data, both formal and informal, to inform instructional decisions
- Oversee and coordinate all meetings, activities and monitoring of identified schools' plans
- Oversee and coordinate the budget that supports the identified schools
- Maintain positive relationships and partnerships with district departments and school staffs, as well as outside partner agencies
- Create a venue to share and replicate innovative practices

**OTHER DUTIES**

- Performs related work as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Possess effective listening, questioning, and collaborative team building skills when working with others
- Ability to communicate effectively in both written and spoken form
- Ability to identify, troubleshoot and solve complex improvement issues with building teams
- Ability to add value and assist in monitoring the improvement plan of the identified schools
- Ability to maintain personalized attention to each school while honoring existing expertise and building staff capacity and ownership
- Ability to maintain confidentiality
- Apply appropriate process problem-solving tools & techniques to solve issues.
- Strong analytical, oral communication, and technical writing abilities, as well as flexibility and proficiency with computer hardware and software

**QUALIFICATIONS**

- Master's degree from an accredited college or university

JOB TITLE

JOB DESCRIPTION

- Has knowledge of computer literacy, content standards and assessment data analysis
- Successful experience working with adults in the areas of coaching and professional training
- Knowledge of process improvement strategies
- Knowledge of program implementation

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Assistant Superintendent of Instruction, Curriculum, and Student Services

**WORKING CONDITIONS**

- The work is performed in a typical school or office environment
- Flexibility in work schedule is required

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

TAP Project Director

## SUMMARY OF JOB DESCRIPTION:

Implement the Teacher Incentive Fund (TIF) grant as written, submitted, and approved by the U.S. Department of Education (USDOE) and make modifications as directed by TAP Executive Steering Team and USDOE. Collaborate with the district Human Resource office in marketing the participating TAP schools, via various forms of advertisement to recruit highly effective teachers and principals to TAP sites; Implement the performance-based payout plan inclusive of Educational Data Support Services, Information Technology, Human Resources, and Payroll in addition to other district central office administrators and modify as necessary to meet district policy and procedures; Supervise TAP administrative specialist as it relates to the implementation of the TIF project; Provide on-site technical assistance for TAP sites; Provide initial and continuing training for school-based TAP master and mentor teachers; Collaborate with the district Procurement Department on contracts with companies to meet required deliverables for the TAP System; Support and oversee program specialists with TAP Leadership Teams, Cluster Teams, and classroom observations using the TAP Rubric; Attend job fairs with HR personnel to recruit highly effective teachers to TAP schools. Manage the development and implementation of the four elements of TAP: The System for Teacher and Student Advancement – 1) Multiple Career Paths; 2) Instructionally-Focused Accountability; 3) On-going Applied Professional Development; and 4) Performance-based Compensation

SUPERVISED BY: Deputy Superintendent of Personnel and Support Services

## ESSENTIAL JOB ELEMENTS:

Serve as the director for the TAP project making recommendations during the development and revision of forms and procedures as related to elements of school-level TAP implementation (multiple-career paths, instructionally-focused accountability, ongoing applied professional development, and the development of the performance-based compensation model)

Coordinate with school principals to ensure smooth implementation of TAP elements with District initiatives, and the school improvement process

Present, communicate, support, and implement any and all aspects of the TAP System with the TAP Leadership Teams (principal, assistant principals, master and mentor teachers) within each school

Assist in reviewing TAP implementation plans to ensure all school-based elements of TAP have structural support (time for cluster groups, adequate ratios and release time for master and mentor teachers, etc.)

Consult with building principal and/or participate in the selection process for master and mentor teachers

Identify, recommend, and support training needs of the TAP leadership teams in each school (mentor and master teachers) and provide recommendations to the Professional Development Director

Participate on a district committee, Tiger Team, with the expertise to support the implementation (i.e., presentations, training) of the performance-based compensation system and the continued development, evolution, and transparency of the system

Participate, organize and ensure that site visits by partner National Institute of

## JOB TITLE

## JOB DESCRIPTION

Excellence for Teaching (NIET) occur in each school annually (and as needed) as each school will be participating in the NIET External Review process

Work with TAP schools to develop and implement improvement targets based on the annual NIET External Review

Support the evaluator certification process training (score certification tests, report scores to principals and master and mentor teachers and organize follow-up support for training and testing)

Conduct and/or support presentations on TAP to school staff, teacher's union, Board of Education, District Accountability Committee, parent or community groups and other appropriate audiences

Support TAP program specialists as they attend, observe, monitor and support cluster group operations and provide oversight and feedback for cluster groups ensuring their productivity and focus on instructional development and improvement

Report monthly to the TAP Executive Steering Team regarding implementation progress, challenges, and the identification of improvements made by use of a dashboard

- Facilitate TAP Stakeholder meetings monthly
- Attend the annual National TAP conference for networking with other TAP sites
- Attend all federal meetings for the Teacher Incentive Fund which funds TAP
- Other meetings as needed and assigned

Manage requests for information and reports required and requested of Colorado Springs School District 11, NIET, USDOE and all identified external partners in the TIF grant.

Provide support and assistance to other TAP state representatives (workshops, trainings, on-site observations, etc.) when requested by NIET when sanctioned by CSSD11

Provide information to the Tiger Team to support the creation and implementation of the performance-based compensation system

**KNOWLEDGE, ABILITIES AND SKILLS:**

- Demonstrated ability to interpret and organize data
- Demonstrated ability to reach consensus on instruction that benefits student achievement
- Demonstrated ability to work well with adult learners
- Demonstrated ability to Supervise others

**QUALIFICATIONS:**

- MA degree and at least 5 years of successful teaching experience or a BA degree and seven years of successful teaching experience
- Active teaching license issued by the State of Colorado
- Must be "highly qualified" according to the Colorado definition of a "Highly Qualified" teacher under the No Child Left Behind Act (effective January 1, 2004 for current teachers and 2002-03 for newly hired teachers)
- A minimum of 10 years of coaching or leadership experience
- Must be recommended by his/her current principal
- Must be a Certified TAP Evaluator (or obtain within 90 days of hire)
- Demonstrated expertise in content, curriculum development, student

JOB TITLE

JOB DESCRIPTION

achievement, and assessment.

- Excellent communication and interpersonal skills
- Excellent time management and organizational skills

ORGANIZATIONAL RELATIONSHIPS:

- Reports to Deputy Superintendent of Personnel Support Services
- Central Office Personnel in the various departments of: Grants, Title I, English as a Second Language, Special Education, Human Resources, Information Technology, Educational Data Support Services, Procurement, K-12, Instruction, Curriculum and Student Services, Professional Development, Payroll, Finance and Superintendent
- Colorado Springs Education Association
- School Principals and Assistant Principals
- School certified and educational support personnel
- Students, parents, support staff, principal, district level administrators, teachers, master teachers, mentor teachers, adjunct teacher and community members

WORKING CONDITIONS:

Work is performed in a central office, school, and community environment.

PHYSICAL DEMANDS:

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards, and a calculator. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS: Exempt

WORK YEAR:260 Days

TCT Regular Education Coach

**SUMMARY OF FUNCTION**

The full-time coach will support individual teachers K – 12 who request assistance for the improvement of their teaching practice.

**ESSENTIAL JOB FUNCTIONS**

- Meet with the TCT Coordinator to discuss the best match of coach and teachers and to discuss background information for planning a course of action
- Provide collegial, collaborative coaching support that meets the teacher's individual needs; promotes implementation of strategies that instills a self-initiated reflective teaching practice in those being coached
- Maintain friendly, positive, impartial, confidential, and professional support
- Provide a variety of intellectual, technical, emotional, logistical support services: observations, reflective feedback conferences, professional portfolio development, analysis of student work, analysis of classroom videotape, observations of colleagues, demonstrations, modeling, co-teaching, material resources, communication
- Keep an accurate and ongoing record, log and collection of data on a weekly basis for each teacher receiving assistance
- Attend team meetings once a month for the purpose of team building, business, training, collaboration
- Share ideas, strategies, and coaching expertise with other team members
- Collaborate with team members on ways to enhance and expand the TCT program
- Develop an appropriate plan of professional growth to be updated based upon on the current district initiatives

**OTHER DUTIES**

- Perform related work as required

**KNOWLEDGE, SKILLS and ABILITIES**

- Regarded by others as a master teacher
- Is able to establish quick rapport, credibility and trust with teachers
- Relates easily with others through affective people skills
- Possesses mastery of adult learning theory, peer coaching, cognitive coaching, continuous quality improvement, lesson design and instructional best practices
- Possesses patience, active listening skills, and the ability to motivate and inspire others to progress toward for improvement and positive change
- Has knowledge of and experience as a teacher leader
- Is organized; resourceful; self-motivated; energetic; prompt; efficient; a role model of the profession in dress, conversation and attitude; practices excellent time management skills; works independently

**QUALIFICATIONS**

- Master's Degree or related training experience
- Appropriate and valid state teacher license
- CDE issued Master Teacher Certificate preferred
- Non-Probationary teacher in Colorado Springs School District Eleven
- Willingness to work a flexible schedule including evenings and weekends

**ORGANIZATION RELATIONSHIPS**

- Reports to TCT Coordinator
- Evaluated by Director of Professional Development

**WORKING CONDITIONS**

The work is performed in a typical school environment

**PHYSICAL DEMANDS**

The work is sedentary and light physical activity. The position requires workers

JOB TITLE

JOB DESCRIPTION

to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach hold, grasp and turn objects; and use fingers to operate a computer. The work requires the ability to speak normally and to use normal or aided vision and hearing.

WORK YEAR

185 days

**JOB TITLE****JOB DESCRIPTION**

TOSA - Behavior/Autism Support Specialist

**SUMMARY OF FUNCTION**

Provides training/coaching/consultation to school staff regarding the development and implementation of Positive Behavior Support System and other school based behavioral supports. Provides training/coaching/consultation to staff in the area of programming and curriculum development for students on the Autism Spectrum.

**ESSENTIAL JOB FUNCTIONS**

- Collaborates with school-level staff members in the development and implementation of behavioral and instructional strategies, including classroom management strategies
- Conducts observations and collects data as necessary to support the development of behavioral and instructional strategies
- Assist instructional staff in developing and implementing of data collection and analysis system
- Assist instructional staff (teachers and educational assistants) in learning and implementing support strategies to support students on the Autism Spectrum
- Collaborate with school psychologists, school social workers, school counselors and teachers to enhance implementation of strategies to support behavioral needs of students
- Provides instruction/consultation regarding various strategies and supports using a variety of methods (i.e. handouts, training, coaching, modeling. etc.)
- Provides large and small group training in order to help staff develop required skills to support students with learning challenges, particularly in the area of PBS and autism

**OTHER DUTIES**

- Consults with Building level and District level administrative staff regarding students with behavioral challenges and autism
- Conducts large and small group training in the areas of Behavior Support and Autism as required to meet needs of District

**KNOWLEDGE, ABILITIES AND SKILLS**

- Current knowledge of a variety of behavior support strategies, implementation of PBS and instructional strategies to support students with autism
- Current knowledge of a variety of curricular modification/accommodation strategies
- Current knowledge of State and Federal Special Education law, rules and regulations
- Knowledge of using data analysis to develop and monitor instructional programs
- Knowledge of general organization and functions of public school system
- Good communication and organizational skills
- Ability to form professional relationships with a variety of individuals

**QUALIFICATIONS**

- Colorado State License in Special Education or one of the Related Services areas

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Special Education or his/her Designee

**WORKING CONDITIONS**

Work is performed in a typical school setting or office environment

**PHYSICAL DEMANDS**

The work requires periods of physical activity. Typical positions require

JOB TITLE

JOB DESCRIPTION

workers to walk or stand for long periods of time, lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computers or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

185 Days

TOSA - Instructional Support Specialist

**SUMMARY OF FUNCTION**

The TOSA - Instructional Support Specialist is a multifaceted instructional position that enhances student outcomes by combining instructional coaching, academic interventions, and support for Multi-Tiered Systems of Support (MTSS). This role supports teachers and school leaders in delivering high-quality instruction, evidence-based interventions, and inclusive practices that meet the academic, behavioral, and social-emotional needs of all students. The TOSA-Instructional Support Specialist guides the learning process toward the achievement of curriculum goals and establishes clear objectives for lessons, units, and projects, communicating these objectives to students. The work plan employs a variety of instructional techniques, utilizing appropriate technology, consistent with the needs and capabilities of the individuals or student groups involved. The TOSA-Instructional Support Specialist also displays personal qualities appropriate for a professional educator.

This position is also responsible for facilitating student learning in subject matter and skills that will contribute to their development as mature, able, and responsible individuals. The TOSA – Instructional Support Specialist understands that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation and engages in collaboration, continuous reflection, ongoing learning, and leadership within the profession.

**ESSENTIAL JOB FUNCTIONS**

- Implements the district's philosophy of education and instructional content standards and benchmarks (goals and objectives).
- Provides effective instructional strategies and activities for all students.
- Prepares for classes assigned and shows written evidence of preparation upon request.
- Encourages students to set and maintain standards of appropriate classroom behavior.
- Plans a program of study that meets the individual needs, interests, and abilities of the students.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance.
- Attends staff meetings and serves on staff committees as required.
- Makes every student, parent, and visitor feel noticed, welcomed, and valued.
- Facilitate and engage in coaching cycles with individual teachers and teams to support Best First Instruction (BFI), differentiation, and data-driven practices.
- Supports school-based professional learning communities (PLCs) with data analysis and instructional planning.
- Model high-impact instructional practices and provide feedback to teachers and teacher leaders.
- Develop professional development plans aligned with district goals, school improvement initiatives, and student data.
- Provide direct interventions aligned to student needs, using research-based practices.
- Utilize screening, diagnostic, progress monitoring, and summative assessment data to design targeted interventions.

- Coordinate interventions with classroom teachers and specialists (e.g., Special Education, ESL, Gifted and Talented).
- Maintain accurate documentation of student progress and intervention outcomes to comply with district and state requirements (e.g., Colorado READ Act).
- Lead the school-wide implementation of MTSS, including academic, behavioral, and SEL supports within a tiered service delivery model.
- Use data systems and protocols to facilitate school-level MTSS team meetings and problem-solving processes.
- Support trauma-informed practices and implementation of SEL competencies (CASEL-aligned).
- Collaborate with departments including Special Education, Counseling, and Student Success and Wellness to align interventions and student supports.
- Lead professional development in MTSS, behavioral interventions, equity, and culturally responsive practices.

#### **OTHER DUTIES**

- Performs related work as required.

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement.
- Integrates technology skills to support the content area(s) and 21st Century Learning.
- Knowledge of child and adolescent development.
- Knowledge of subject areas, curriculum, and standards-based education.
- Knowledge of special education as applied to the needs of the students assigned.
- Knowledge of the general organization and functions of a public school system.
- Ability to communicate effectively and resolve conflict with students, parents, and community groups.
- Good organization and communication skills.
- Demonstrates accomplishments in keeping professionally current.
- Deep knowledge of K-12 curriculum, instruction, assessment, and interventions in core content areas.
- Expertise in MTSS frameworks, behavioral intervention strategies, and SEL competencies.
- Strong data analysis and decision-making skills related to student progress and instructional planning.
- Familiarity with the use of technology and data systems for instruction and student support.
- Excellent communication, problem-solving, and organizational skills.

#### **QUALIFICATIONS**

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements; Master's degree in education preferred.
- Appropriate State licensure: Current Colorado teaching or support license required; endorsement in literacy, math, or special education preferred.
- Demonstrated success in instructional coaching and/or MTSS leadership.
- Experience with SEL and trauma-informed practices highly preferred.
- Successful history of working with diverse student populations and supporting inclusive practices.

#### **ORGANIZATIONAL RELATIONSHIPS**

- Reports to Principal

#### **WORKING CONDITIONS**

- The work is performed in a school classroom and/or district office environment.

JOB TITLE

JOB DESCRIPTION

**PHYSICAL DEMANDS**

• The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt (Teacher Salary Schedule) Group A

**WORK YEAR** 187-days

JOB TITLE

JOB DESCRIPTION

TOSA - School Counseling Specialist

SUMMARY OF FUNCTION

The function of the School Counseling Specialist, is to provide professional development, resources, leadership advocacy and collaboration at the school, district, and state levels to ensure the development, implementation, and assessment of school counseling programs that benefit all students in D11.

ESSENTIAL JOB FUNCTIONS

- Support the Counseling Services Facilitator in overall management of the Colorado School Counselor Corps Grant (CSCCG) including goal attainment, budgeting, spending, counselor guidance and professional development.
- Lead efforts to create a talent development pipeline to advance well-trained, highly competent school counselors in D11 through establishing relationships and partnerships with Colorado master's degree of school counseling programs, supporting practicum and internship students, and providing coaching to bring qualified candidates to D11.
- Recruit and assist in preparing two cohorts of D11 staff to enter master's degree of school counseling programs, providing support through the program, identifying potential practicum and internship placements, and advising on applying to our schools that have been identified as priorities for school counselor candidates.
- Develop and oversee supervision groups for current school counselors to support the mental health needs of our students, staff, and families (ECHO and/or supervision for licensure).
- Create, lead, and implement a new counselor orientation to support the development of comprehensive school counseling programs in all D11 schools.
- Provide coaching and support to schools in implementing comprehensive school counseling programs and ASCA model.
- Support the Office of Counseling Services in creating professional development experiences for D11 school counselors.
- Provide support for Counseling Services identified goals, and activities to include data collection and reporting.
- Provide support to school counselors and schools in assessing student performance, interpreting individual student and group trends, use of that data to guide school counseling instruction, and reporting outcomes.
- Develop and maintain community partnership and collaborative workgroups to support school counseling and general counseling services. Must be able to attend evening and weekend events and activities.

OTHER DUTIES

- Other duties as assigned

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of school counseling Mindsets and Behavior Standards (ASCA) and competencies and indicators, and the ASCA National Model, as well as, research-based strategies for alignment of assessments, interventions, differentiated instruction, varied instructional materials, and reporting systems
- Ability to assess and diagnose school counseling delivery and achievement results, and prescribe effective comprehensive programming district-wide
- Ability to provide training and coaching for school counselors, PK-12, in effective strategies for school counseling content and delivery
- Ability to support school counselors in creating and implementing standards-based lessons/topics that effectively embed social emotional learning, career guidance, and academic skills in school counseling content
- Ability to use various research-based school counseling strategies with students of diverse abilities and learning styles
- Ability to use and integrate technology into school counseling programs and daily work assignments
- Ability to work effectively on cross-content planning teams and district-wide

JOB TITLE

JOB DESCRIPTION

initiatives

QUALIFICATIONS

- Valid Colorado School Counselor License preferred
- Five years of successful school counseling experience preferred
- Master’s Degree or Ph.D. in school counseling and/or Counselor Education or related fields
- Documented in-depth knowledge of school counseling content and process
- Documented successful school counseling leadership experience preferred

ORGANIZATIONAL RELATIONSHIPS

The School Counseling Specialist reports to the Counseling Services Facilitator

WORKING CONDITIONS

- The work is performed in a typical office environment and in schools
- Flexibility in daily work schedule is required
- Some summer training may be required

PHYSICAL DEMANDS

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 40 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

187 Days

**JOB TITLE****JOB DESCRIPTION**

TOSA - Technology Assessment Specialist

The Technology Assessment TOSA reports to the District Technology Coordinator (DTC) and provides technology support for computerized/app-based assessments in District 11 including the Colorado Measures of Academic Success (CMAS), PARCC, ACCESS, and kindergarten readiness along with other district interim assessments and creates school-level materials for SAC, LTEs/LTTs and teachers. This position works under direction of the DTC to manage the processes for online assessment technology support, works closely with Support Center staff to facilitate and answer questions for schools, and with staff in the department in Educational Data and Support Services.

**ESSENTIAL JOB FUNCTIONS**

- Works under the direction of the District Technology Coordinator (DTC) to understand and manage technology support for state and district online assessments
- Develops and documents processes for online assessment technology support, to include procedures for school library technology staff (LTE/LTT) and district technology staff
- Assists in training of school-based personnel for online assessment technology support
- Works with DTC and Technology Services departments on technical needs and procedures for preparing student and teacher computers, and implementing and administering the computerized/app-based assessments
- Assists in providing technical assistance to school personnel regarding troubleshooting if errors and anomalies occur during testing
- Anticipates technology problems before they occur and understands the relationships between network, desktop, application systems
- Advises, oversees, describes and conducts trouble-shooting over the phone, written, and in person, giving direction to Support Center staff, school-based staff, DTC and other staff in Technology Services
- Works with Technology Services departments and schools for android, google and apple app-based assessments using school-based and district-based systems such as Apple configurator, Google console, and/or MDM solutions
- May act, at the request of the DTC, as liaison between the assessment vendors technical support teams and schools regarding assessment issues
- May act, at the request of the DTC, as liaison between the Colorado Department of Education and the school district

**OTHER JOB DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to apply a wide range of technology skills involving troubleshooting and assessments
- Understanding of assessment practices and protocols around assessment practices and inter-relationships of assessment windows
- Ability to take work direction, prioritize work load in a shifting environment, and meet ever-changing deadlines
- Demonstrated abilities in oral and written communication
- Strong organizational and leadership skills
- Proficient in Microsoft Applications
- Computerized/App-based assessment knowledge
- PC, laptop and tablet devices familiarity
- Service oriented
- Ability to foster and manage change
- High tolerance for ambiguity
- Knowledge of D11 technology systems is a plus

**QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

Bachelor's required

**PREFERRED**

App-based, web-based and software-based program usage and installation familiarity  
Experience creating web-based videos

**ORGANIZATIONAL RELATIONSHIPS**

Reports to District Technology Coordinator

**WORKING CONDITIONS**

Work is performed in a typical office environment.

**PHYSICAL DEMANDS**

Work is generally sedentary with some extended periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift or carry up to 40 pounds; climb stairs, bend, reach, grasp, and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA**

Exempt

**WORK YEAR**

185 days

TOSA - Visual and Performing Arts

**SUMMARY OF FUNCTION**

This is an instructional position with an emphasis on deep knowledge and skills in visual and performing arts (VAPA), integration of arts disciplines, project, event, and arts community partnerships management. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful). The community partnership expectation focuses on finding and fostering new and existing partnerships to support student learning.

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

**ESSENTIAL JOB FUNCTIONS**

- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Attends staff meetings and serves on staff committees as required
- Make every student, parent, and visitor feel noticed, welcomed, and valued
- Organizes and executes VAPA events
- Manages large scale community arts projects
- Seeks and develops arts partnerships within the community
- Emcees VAPA events when needed
- Implements by instruction and action the district's philosophy of education and instructional academic standards and benchmarks (goals and objectives)
- Provides effective instructional strategies and activities for Visual & Performing Arts teachers
- Prepares for professional learning and shows written evidence of preparation
- Encourages teachers to set and maintain standards of Tier I instruction
- Gathers data on the accomplishments of teachers and shares with Arts Facilitator

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrates technology skills to support the content area(s) and 21st Century Learning

JOB TITLE

JOB DESCRIPTION

- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current
- Possess strong organizational and reflective skills
- Maintains focus on continuous improvement process

**QUALIFICATIONS**

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements
- Appropriate State licensure
- Experience with Project Management
- Experience with Event Management
- Experience with Arts Partnership Management

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Director of Curriculum and Instruction

**WORKING CONDITIONS**

The work is performed in a school classroom (environment) and special event settings.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

185 Days

**JOB TITLE****JOB DESCRIPTION**

TOSA – Behavior/Autism Support Specialist

**SUMMARY OF FUNCTION**

Provides training/coaching/consultation to school staff regarding the development and implementation of Positive Behavior Support System and other school based behavioral supports. Provides training/coaching/consultation to staff in the area of programming and curriculum development for students on the Autism Spectrum.

**ESSENTAIL JOB FUNCTIONS**

- Collaborates with school-level staff members in the development and implementation of behavioral and instructional strategies, including classroom management strategies
- Conducts observations and collects data as necessary to support the development of behavioral and instructional strategies
- Assist instructional staff in developing and implementing of data collection and analysis system
- Assist instructional staff (teachers and educational assistants) in learning and implementing support strategies to support students on the Autism Spectrum
- Collaborate with school psychologists, school social workers, school counselors and teachers to enhance implementation of strategies to support behavioral needs of students
- Provides instruction/consultation regarding various strategies and supports using a variety of methods (i.e. handouts, training, coaching, modeling, etc.)
- Provides large and small group training in order to help staff develop required skills to support students with learning challenges, particularly in the area of PBS and autism

**OTHER DUTIES**

- Consults with Building level and District level administrative staff regarding students with behavioral challenges and autism
- Conducts large and small group training in the areas of Behavior Support and Autism as required to meet needs of District

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Current knowledge of a variety of behavior support strategies, implementation of PBS and instructional strategies to support students with autism
- Current knowledge of a variety of curricular modification/accommodation strategies
- Current knowledge of State and Federal Special Education law, rules and regulations
- Knowledge of using data analysis to develop and monitor instructional programs
- Knowledge of general organization and functions of public school system
- Good communication and organizational skills
- Ability to form professional relationships with a variety of individuals

**QUALIFICATIONS**

- Colorado State License in Special Education or one of the Related Services areas

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Executive Director of Special Education or his/her Designee.

**WORKING CONDITIONS**

Work is performed in a typical school setting or office environment

**PHYSICAL DEMANDS**

The work requires periods of physical activity. Typical positions require

JOB TITLE

JOB DESCRIPTION

workers to walk or stand for long periods of time, lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computers or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

185 Days

TOSA- Instructional Technology  
Training Specialist

The Instructional Technology Training Specialist provides training, support and communication for identified instructional technology systems and programs provided to District 11 staff for the purposes of managing student learning and integrating technology systems into classrooms. This position works with multiple departments in and outside of the Technology Division to develop and deliver learning opportunities. They will develop a communication plan that supports school and department-based staff throughout critical times of the year ensuring continuity of instructional technology programs. This position troubleshoots problems, anticipates, and advocates for classroom needs that influence immediate and future implementation features.

#### **ESSENTIAL JOB FUNCTIONS**

- Develops and delivers professional learning for a variety of audiences.
- Assists in expansion and growth of 1:1 teaching and learning.
- Teaches the use and integration of instructional technology programs/systems/modules for specific job roles.
- Facilitates solution driven outcomes when problem solving.
- Develops and communicates classroom routines and timelines allowing for Division and departments support throughout the school year.
- Determines technical needs, training priorities including project planning, action steps, communication.
- Provides technical assistance.
- Anticipates technology problems and understands the relationships between network, device and application systems.
- Provides detailed documentation used for training, system improvement and problem solving.
- Advises, oversees, describes, and conducts troubleshooting over the phone, in writing, and in-person for related technology systems.
- Provides supportive information and direction for various departments and schools.

#### **OTHER JOB DUTIES**

- Performs related work as required.

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to rapidly master Instructional Technology programs/systems/modules
- Ability to apply a wide range of technology skills including troubleshooting
- Demonstrated current experience delivering professional learning to teachers
- Ability to take direction from multiple program owners, prioritize work load in a shifting environment, and meet ever-changing deadlines
- Knowledge of D11 technology and instructional technology systems
- Demonstrated oral and written communication skills
- Strong organizational and leadership skills
- Service oriented
- Ability to foster and manage change

#### **QUALIFICATIONS**

Current Colorado Teaching license required  
5+ years of classroom teaching experience

#### **PREFERRED**

Experience creating and delivering asynchronous and synchronous training

JOB TITLE

JOB DESCRIPTION

**ORGANIZATIONAL RELATIONSHIP**

Reports to Director of Instructional Technology and Library Services

**WORKING CONDITIONS**

Work is performed in a typical office environment.

**PHYSICAL DEMANDS**

Work is generally sedentary with some extended periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift or carry up to 40 pounds; climb stairs, bend, reach, grasp, and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA**

Exempt

**WORK YEAR**

185 days

JOB TITLE

JOB DESCRIPTION

TOSA: Transition Coach

SUMMARY OF FUNCTION

Assists High Schools in the development and implementation of programs to improve post school outcomes for students.

ESSENTIAL JOB FUNCTIONS

- Assists building and district staff with assuring that appropriate transition continuum activities exist in each building for all levels of students
- Actively participates in planning of services to assists students in moving toward adult transition
- Actively participates in ongoing planning and development of transition service delivery
- Facilitates community-based learning activities including unpaid work experience, job shadowing, volunteer experiences
- Works to identify and build partnerships with community employers to identify possible work sites for students
- Facilitates and delivers in-building professional development regarding transition services
- Mentors building level Sp. Ed. staff in order to develop capacity to provide appropriate transition activities.
- Coordinating with CTE, ACE, SWAP and 18-21 Transition staff to plan and deliver enhanced transition continuum activities.
- Attends regular community meetings including Interagency and DVR Job Alliance meeting
- Participates in regular discussions with High School Transition team
- Acts as liaison with District High School Transition Coordinator to gather and disseminate information
- Collaborate with, coach, and mentor in-building staff to build building capacity
- Actively research and locate appropriate transition curricula and facilitate any approval process necessary
- Explore appropriate assistive technology to support independence
- Oversee building compliance with Indicator 13

OTHER DUTIES

- May be required to transport students to community based activities
- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Demonstrates knowledge of state and federal requirements regarding post school outcome expectations

QUALIFICATIONS

- Special Education Endorsement and/or CTE/ACE endorsement with experience/willingness to work with Special Education students

ORGANIZATIONAL RELATIONSHIPS

Reports to building principal.

WORKING CONDITIONS

The work is performed in a typical school/classroom environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

JOB TITLE

JOB DESCRIPTION

FLSA STATUS

Exempt

WORK YEAR

School year

**JOB TITLE****JOB DESCRIPTION**

TOSA: Transition Coordinator

**SUMMARY OF FUNCTION**

Oversees the development and implementation of High School based Transition Programs to improve post school outcomes for students with disabilities.

**ESSENTIAL JOB FUNCTIONS**

- Advices and consults with building and district staff regarding the development and implementation of an appropriate continuum of transition services at the High School Level
- Works with High School staff to develop capacity at each High School in the area of community-based learning activities including unpaid work experience, job shadowing, volunteer experiences
- Coordinates and facilitates appropriate professional development regarding transition services
- Mentors building level Transition Coaches in order to develop capacity to provide appropriate transition activities
- Works closely with 18-21 Transition Coordinator to assure seamless coordination between High School based transition services and those provided to by the 18-21 Transition staff
- Collaborates with CTE, ACE, SWAP and 18-21 Transition staff to plan and deliver enhanced transition continuum activities
- Attends regular community meetings including Interagency and DVR Job Alliance meeting
- Develops partnerships with community agencies and employers in order to establish potential linkages with appropriate resources to meet the needs of students
- Acts as a resource to building level staff regarding appropriate transition curricula and assessment processes
- Works with District Administrative Staff regarding compliance with Indicator 13 expectations

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Demonstrates knowledge of state and federal requirements regarding post school outcome expectations

**QUALIFICATIONS**

- Preferred: Special Education Endorsement and/or CTE/ACE endorsement with experience/willingness to work with Special Education students
- 5 years of experience in the field of Transition Services

**ORGANIZATIONAL RELATIONSHIPS**

Reports to High School Special Education Facilitator.

**WORKING CONDITIONS**

The work is performed in a typical school/office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

Talent Management Pathways  
Specialist

### **SUMMARY OF FUNCTION**

The Partnership and Licensing Specialist position coordinates partnerships with colleges and universities and also manages licensing processes and requirements for employment.

With partnerships, responsibilities include being the primary contact for promoting, managing, maintaining and expanding relationships with universities, colleges and other teacher candidate and preparation sources, including pipelines. Other duties include being the contact for coordination of recruiting events, in partnership with various organizations who are hosting the events.

In regards to licensing, this position is responsible for managing the licensing status of employees and Guest Staff for schools and departments, including being the point of contact for in-depth licensing questions and support.

### **ESSENTIAL JOB FUNCTIONS**

- Coordinate and participate in various recruiting events for all staff types, on site, off site and virtual events. In-state and out-of-state travel may be required.
- Represents the Talent Management (HR) Department with participation in various internal committees, work groups and outside agencies
- Grow relationships with colleges and their educational preparatory programs to establish a talent pipeline for D11 through teacher prep programs.
- Work collaboratively with colleges, universities and principals to manage student teaching processes including selection, placement, and support to provide a pipeline of qualified teacher candidates.
- Ensure all paperwork and data entry are completed accurately in a timely matter
- Assist Director with insuring related documentation and record keeping
- Serve as the Licensing Coordinator for the Colorado Department of Education (CDE) including approval of Alternative Licensure and Interim Authorizations and COOL access for licensure verification; monitoring of all CDE licensure expirations
- Process J1 and H1B Visa applicants
- Contact for Spanish/English Dual Language Immersion Program (DLIP)
- Contact for Embassy, State Department and Department of Immigration to ensure compliance with Labor Law requirements.
- Supervise and cross-train Welcome Center Specialist position to ensure stellar customer service is maintained in support of stakeholders and the South Admin Building.

### **OTHER DUTIES**

- Performs related duties as assigned

### **KNOWLEDGE, SKILLS AND ABILITIES**

- Basic knowledge of recruitment and employment selection strategies;
- Basic knowledge of employment law
- Basic computer, mainframe, and word processing experience.
- Knowledge of human resources principles and practices
- Knowledge of applicable laws, rules, and regulations governing human resources management activities
- Ability to implement and manage an effective human resources program for licensed, executive, professional, and education support professional staff
- Ability to perform sound human resource analysis and take or recommend appropriate actions regarding human resources matters
- Ability to communicate effectively, with all levels in the organizations as well as the community
- Ability to work cooperatively with others
-

JOB TITLE

JOB DESCRIPTION

- 
- **QUALIFICATIONS**
- 3-5 years' experience in human resources, including at least one year of supervisory experience or equivalent.
- Bachelor's degree or equivalent in personnel administration or related field preferred

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- **CERTIFICATES, LICENSES OR REGISTRATIONS**

- Valid Colorado driver's license.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Director of Talent Acquisition and Development
- Supervises support staff

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK YEAR**

260 Days

**FLSA STATUS**

Exempt

Talent Management Systems Specialist

**SUMMARY OF FUNCTION:**

The primary function of the Talent Management Systems Coordinator is to collaboratively work with Talent Management team members and across department partners to ensure the accurate implementation of district's time and labor tracking systems.

**ESSENTIAL JOB FUNCTIONS**

? Functions as the Talent Management primary point of contact for the Payroll, Budget, and Information Technology departments for the Education Support Professional time and labor system.

? Responsible for managing, troubleshooting, and maintenance of the Education Support Professional time and labor system as related to contracts, job codes, budget accounting strings, pay rates, cost codes, leave codes, time entry, out of class pay and user profile management. To include the entering and maintenance of chart field strings to ensure accuracy and appropriateness of charges related to budget guidelines.

? Finalizes all time and labor system payroll functions to ensure accurate data transfer to the payroll department ensuring accurate employee paychecks.

? Functions as the primary point of contact for all communication and support for hiring managers, leave approvers, and employees to ensure accurate time and labor reporting and employee paychecks.

? Responsible for supporting all users with navigation, approvals, contracts, district and talent management policy regarding leave, extra/overtime, and extra duty positions.

? Assists with training, including the design and delivery of training and materials to support all users to ensure their success with system functionality.

? Communicates complex time and labor rules and information to employees and approves in a clear and understandable manner.

? Collaborates with the Leave Specialist and Substitute Coordinator for accurate implementation of various leave rule sets (as needed).

? Supports pre-boarding specialists, compensation, and temporary workers with time and labor tracking system as needed to include answering questions for employees, schools and departments to ensure accurate recording of hours worked.

? Provides feedback and seeks guidance from members of the Talent Management Leadership Team, and Payroll regarding the functionality and common issues regarding the district time and labor system, troubleshoots and seeks resolution with the Director of Compensation's approval.

? Processes ESP and Teacher job offers

? Application system support for applicants

? Establishes customer focused high functioning working relationships that demonstrate professionalism and integrity.

? Maintains strict confidentiality regarding employee time and labor, leaves, and benefits provided.

**OTHER DUTIES**

Performs related work as required.

**KNOWLEDGE, SKILLS AND ABILITIES**

? Knowledge of standard accounting and bookkeeping procedures.

? Knowledge of and experience with time and labor management systems.

? Knowledge of Talent Management and district policies, procedures, and practices.

? Knowledge of applicable laws, rules, and regulations.

? Ability to interact and effectively communicate with a diverse workforce.

? Ability to present a positive and courteous image to all customers of the department, internal as well as external.

? Proficiency with Microsoft Office/Google products including Word, Excel, Outlook, Google Docs, Google Sheets, Google Slides.

? Effective time management and organizational skills.

JOB TITLE

JOB DESCRIPTION

- ? Effective communication skills.
- ? Effectively handles multiple demands and competing deadlines.
- ? The ability to take responsibility for one's own performance.

**QUALIFICATIONS**

- ? High School Diploma or equivalent, required
- ? 3 years of human resources experience or equivalent, preferred
- ? HRIS experience and timekeeping systems experience, preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Compensation

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**FLSA STATUS**

Non-Exempt

**WORK YEAR**

260 Days

Teacher

## SUMMARY OF FUNCTION

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

## ESSENTIAL JOB FUNCTIONS

- Implements by instruction and action the district's philosophy of education and instructional content standards and benchmarks (goals and objectives)
- Provides effective instructional strategies and activities for all students in the classroom
- Prepares for classes assigned and shows written evidence of preparation upon request of the principal or his/her designated school leader
- Encourages students to set and maintain standards of appropriate classroom behavior
- Plans a program of study that meets the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required
- Make every student, parent, and visitor feel noticed, welcomed, and valued

## OTHER DUTIES

JOB TITLE

JOB DESCRIPTION

- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrates technology skills to support the content area(s) and 21st Century Learning
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

QUALIFICATIONS

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements
- Appropriate State licensure

ORGANIZATIONAL RELATIONSHIPS

- Reports to Principal

WORKING CONDITIONS

- The work is performed in a school classroom (environment).

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Teacher - Alternative Cooperative Ed  
(ACE) CTE

### SUMMARY OF FUNCTION

Alternative Cooperative Education (ACE) Career & Technical Education (CTE) is a multi-occupational pathway that facilitates individualized, developmentally appropriate programming for CTE students inclusive of students identified as Special Populations\*. ACE CTE Programming is developed through collaboration with educators, business representatives and community stakeholders. The collaboration creates locally responsive, relevant work-based & school-based learning experiences. ACE teachers provide direct instruction on work readiness skills; guide students to create a relevant career plan informed by students strengths, aptitudes, and interests; and develop opportunities for work-based learning experiences to further that plan.

### ESSENTIAL JOB FUNCTIONS

- Implements by instruction and action the district's philosophy of education and instructional goals and objectives
- Provides effective instructional techniques for all students in the classroom
- Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor
- Plans and supervises purposeful assignments for educational support staff and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Identify and evaluate areas of student strengths through various assessments
- Counsel students to create and refine their career plan
- Develop work-based learning experiences (exploration, internships, school-based business, etc.) to support students' career plans, internships, career exploration, school-based business (work-based learning continuum)
- Initiate and maintain community and industry connections to support the work-based learning continuum, both in the classroom and the community
- Collaborate with CTE Director (or appropriate designee) to maintain ACE CTE program approval through the Colorado Community College System (CCCS)
- Retain records documenting how assurances listed in the ACE CTE program approval are being met
- Completes state CTE documentation of student success on annual basis
- Maintain active Career and Technical Student Organization (CTSO) chapter through CCCS
- Plan and execute transportation training for students as appropriate
- Develop relationships to bridge education and business and industry
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Attends staff meetings and serves on staff committees as required
- Follows Federal and State Laws, Board of Education policies and approved District practices regarding special education students

### OTHER DUTIES

- Performs related work as required

### • Licensure and Certification

- Maintain a valid Colorado teacher or alternative teacher license in any secondary (7-12) endorsement area
- Holds an ACE CTE credential/endorsement or ability to obtain within first

JOB TITLE

JOB DESCRIPTION

year of employment

- 

**OCCUPATIONAL EXPERIENCE**

- Teaching background with special education, at-risk, special populations, differentiated instruction for diverse learners, scaffolding within classroom and community
- Experience working with diversified populations (preferably youth)
- 'Job carving' experience
- Job Coaching experience
- Financial/entrepreneurship/business management background helpful for school-based business development

- 

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Good written and verbal communication skills
- Knowledge of Colorado workforce competencies
- Strong organizational skills
- Problem-solving skills
- Strong networking skills to collaborate with with organizations, businesses, and agencies
- Ability to become certified to transport students as needed
- Familiar with child labor laws
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area
- Demonstrates accomplishments in keeping professionally current

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal.

**WORKING CONDITIONS**

The work is performed in a school classroom.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; and feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

Teacher - Industrial Arts

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students e.g., is consistent, fair, dependable, responsible and respectful.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional goals and objectives
- Provides effective instructional techniques for all students in the classroom
- Prepares for classes assigned, and shows written evidence of preparation upon request of immediate superior
- Encourages students to set and maintain standards of classroom behavior
- Plans a program of study that meets the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required
- Make every student, parent, and visitor feel noticed, welcomed, and valued

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrated technology skills to support the content areas
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements

JOB TITLE

JOB DESCRIPTION

- Appropriate State certification

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal.

WORKING CONDITIONS

The work is performed in a school classroom.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Teacher - Physical Education

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students e.g., is consistent, fair, dependable, responsible and respectful.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional goals and objectives
- Provides effective instructional techniques for all students in the classroom
- Prepares for classes assigned, and shows written evidence of preparation upon request of immediate superior
- Encourages students to set and maintain standards of classroom behavior
- Plans a program of study that meets the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required
- Make every student, parent, and visitor feel noticed, welcomed, and valued

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrated technology skills to support the content areas
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements

JOB TITLE

JOB DESCRIPTION

- Appropriate State certification

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal.

WORKING CONDITIONS

The work is performed in a school classroom.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Teacher - Preschool

**SUMMARY OF FUNCTION**

This position instructs preschool students ages three to five in a blended preschool setting. The classroom includes students with educational risk factors as well as students with special needs. The ability to form relationships with a wide variety of children and families is crucial. Differentiating instruction for a wide range of developmental needs is required. The teacher must understand children with significant needs and behaviors and how to program for them. A professional teacher maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; and, demonstrates knowledge, compassion and enthusiasm for working with young children with a wide range of abilities and disabilities.

**ESSENTIAL JOB FUNCTIONS**

- Demonstrates excellent verbal and written communication skills with colleagues/students/parents/community, including parent teacher conferences
- Coordinates, writes, and conducts IEP staffing using online IEP system
- Works cooperatively within a team including others teaches, educational assistant, therapist, parents, support staff and early childhood office staff
- Organizes all aspects of a preschool program including DHS licensing, paperwork, ordering, assessments, conferences, curriculum, and communication
- Uses adopted curriculum to plan for, implement and supervise the preschool class in accordance with district, school and program philosophy, policies, and procedures
- Plans developmentally appropriate activities in an environment that can be accredited by the NAEYC
- Attends to the individual needs of all preschool students, including those with special needs
- Assesses children's abilities and needs including data collection, online data entry and parent reports
- Orders consumable supplies and materials appropriate for the classroom
- Supervises classroom education assistants
- Forms a well-functioning team with educational assistants, where the teacher is the instructional leader and the assistants support the learning of students under the teachers' direction
- Participates monthly in Child Find activities as scheduled by Early Childhood Office
- Implements all elements of special education student's IEPs and takes ongoing data, as required, supporting growth on goals and objectives
- Collects data for preschool GOLD assessments for all students and inputs data based on provided guidelines
- Analyzes data on all students to support individual growth as well as to help drive instruction
- Participates in all required early childhood staff development trainings
- Follows all procedures for enrollment in manner outlined by Early Childhood Office
- Designs and arranges for the required amount of developmentally appropriate field trips
- Ensures that all elements of Department of Human Services and Child Care Rules and Regulations are followed
- Make every student, parent, and visitor feel noticed, welcomed, and valued

**OTHER DUTIES**

- Performs related work as required.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of early childhood assessment practices
- Knowledge of modifications and adaptations for children with a variety

JOB TITLE

JOB DESCRIPTION

- special needs, including those with significant needs
- Knowledge of special education rules and regulations
  - Knowledge of Department of Human Services Child Care Rules and Regulations
  - Knowledge of developmentally appropriate practice and NAEYC guidelines
  - Knowledge of computers and internet, including online data entry
  - Knowledge of preschool curriculum- Opening the World to Learning
  - Knowledge of differentiation of instruction
  - Knowledge of parent involvement techniques
  - Knowledge of basic computers programs and online data entry
  - Uses adopted curriculum to plan for, implement and supervise the preschool class in accordance with district , school and program philosophy, policies, and procedures.
  - Assesses children’s abilities and needs including data collection and writing Summary Reports.
  - Plans developmentally appropriate activities in an environment that can be accredited by the NAEYC

REQUIRED QUALIFICATIONS

- Master’s Degree in Early Childhood Special Education or willingness to obtain appropriate certification for all new hires
- Colorado Teaching Certificate
- Director qualified as defined by Department of Social Services for small child care licensure.

ORGANIZATIONAL RELATIONSHIPS

- Reports to Principal
- Programmatic supervision provided by the early childhood office

WORKING CONDITIONS

The work is performed in a preschool classroom (environment)

PHYSICAL DEMANDS

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting, standing, and walking throughout the day, lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis, occasionally stopping, kneeling, crouching, overhead reaching and fine motor activities, frequently sitting, standing, walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing, and talking.

ORGANIZATIONAL RELATIONSHIP

Reports to and is evaluated by the building principal. Programmatic aspects monitored by the Early Childhood Office.

FLSA STATUS

Exempt

Teacher - Special Education

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students e.g., is consistent, fair, dependable, responsible and respectful.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional goals and objectives
- Provides effective instructional techniques for all students in the classroom
- Prepares for classes assigned, and shows written evidence of preparation upon request of immediate superior
- Encourages students to set and maintain standards of classroom behavior
- Plans a program of study that meets the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required
- Make every student, parent, and visitor feel noticed, welcomed, and valued

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrated technology skills to support the content areas
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements

JOB TITLE

JOB DESCRIPTION

- Appropriate State certification
- Designated positions may require training in and ability to use sign language.

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal.

WORKING CONDITIONS

The work is performed in a school classroom.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 100 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; and feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

JOB TITLE

JOB DESCRIPTION

Teacher Assistant

**SUMMARY OF FUNCTION**

Assists classroom teachers by working with students and by preparing materials.

**ESSENTIAL JOB FUNCTIONS**

- Provides extra assistance to students in small groups and one on one
- Reinforces skills instruction
- Prepares instructional materials
- Performs typing, word processing, data entry, filing and runs copies
- Maintains student records and files of students' work
- Participates in planning activities and discussions regarding students' needs and progress
- Assists with parent involvement programs
- Supervises students in classroom, playground, lunchroom and other areas

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Knowledge of classroom routine and general school procedures
- Ability to operate keyboard devices at moderate speed
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- High school diploma or equivalent
- Prior experience working with children

**ORGANIZATIONAL RELATIONSHIPS**

Reports to assigned teacher or other supervisor.

**WORKING CONDITIONS**

The work is performed in school classrooms.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

Teacher Assistant Subs

**SUMMARY OF FUNCTION**

Assists classroom teachers by working with students and by preparing materials. Performs secretarial tasks and administrative assistance to principal/supervisors to ensure the successful operations of the program. Assists special education/regular education teachers to meet the needs of children with special needs with academic, behavior modification, personal hygiene and/or physical/emotional conditions.

**ESSENTIAL JOB FUNCTION**

- Provides information and support to students
- Creates a positive classroom environment which upholds and enforces the school rules and is conducive to learning
- Demonstrates punctuality and good attendance
- Develops and maintains professional working relations with other district employees
- Substitutes are expected to observe the same ethical codes as all District employees
- Attire should reflect the professional position of the employees
- Pupil records of any description are confidential and must be treated as such
- You are responsible for the proper use and care of classroom books and office materials
- Supervises students in classroom, playground, lunchroom and other areas
- Always check in at the office upon arriving at the building to receive information regarding room assignment, lesson plans, duties, mailbox and materials for the day
- Always check out at the conclusion of the day to leave keys, etc.
- Leave room area neat and in order

**OTHER DUTIES**

- Perform related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of classroom routine and general school procedures
- Ability to relate well with children
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- High School diploma or equivalent
- For all long term positions (10 consecutive days) or Title I-funded positions, a copy of your Associates Degree or 48 Semester Hours (this must be scanned/uploaded into your application)
- Two Professional, signed letters of recommendation, written within the last two years (this must be scanned/uploaded into your application)
- Fingerprints

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to assigned teacher, supervisor or Principal

**WORKING CONDITIONS**

- The work is performed in a school classroom or office

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch, reach, hold, grasp and turn objects: use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects.

JOB TITLE

JOB DESCRIPTION

The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS  
Nonexempt

Teacher of Deaf-Hearing Impaired

**SUMMARY OF FUNCTION**

This is an instructional position that provides specialized instructional support to students with hearing impairments. The employee guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work requires the employee to use a variety of instructional techniques and strategies; utilize appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved; use data to guide instruction; and work as a productive member of a multi-disciplinary team. The employee must display personal qualities which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students - e.g., is consistent, fair, dependable, responsible and respectful. Additionally, the employee must have current knowledge of Special Education policy and procedures

**ESSENTIAL JOB FUNCTIONS**

- Designs and implements instructional programming for students with hearing impairments to assure full participation in the District's curriculum
- Designs, develops and prepares instructional materials to support students with hearing impairments to support the instructional program
- Tracks/monitors student progress on a regular basis and uses this data to make instructional decisions to support ongoing student progress
- Works collaboratively with a multi-disciplinary team to develop and implement Individual Education Plans for students with hearing impairments, including Communication Plans
- Maintains accurate records as required by District policies and procedures
- Adapts and modifies curriculum and classroom environment to meet the unique needs of a variety of students with hearing impairments
- Plans and supervises purposeful assignments for teacher aide(s), educational interpreter(s), and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Develops plans to effectively use adaptive equipment and devices designed to support students with hearing impairments, including various amplification systems.
- Collaborates with a variety of staff to assure the needs of students with hearing impairments are appropriately addressed
- Participates in team meetings and planning sessions to develop appropriate programming for students with hearing impairments
- Follows Federal and State Laws, Board of Education policies and approved District practices regarding special education students.

**OTHER DUTIES**

Performs related work as required.

**KNOWLEDGES, ABILITIES, AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrated technology skills to support the content areas
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards based education
- Knowledge of Special Education Law, Policies and Procedures
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students,

JOB TITLE

JOB DESCRIPTION

parents, and community groups

- Ability to independently drive to variety of sites each day
- Strong organization and communication skills
- Demonstrates accomplishments in keeping professionally current
- Demonstrates knowledge of best practices in the area of working with students with hearing impairments

**QUALIFICATIONS**

- Master's degree or higher in an approved program for the preparation of special education specialists: deaf/hard of hearing
- Preferred minimum of 2 years of experience of working with students with hearing impairment

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Building Principal

**WORKING CONDITIONS**

The work is performed in a typical school environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

JOB TITLE

JOB DESCRIPTION

Teacher of Visually Impaired Students

SUMMARY OF FUNCTION

Provides specialized instruction (including instruction in Braille) to students with Visually Impairments

ESSENTIAL JOB FUNCTIONS

- Designs, develops and prepares materials in the required media (Braille, large print, recordings) to support students with visual impairments as they participate in the District's curriculum
- Teaches Braille code at a variety of instructional levels (elementary and secondary) and in a variety of curriculum areas (math, scientific notations, diacritical markings and language)
- Conducts functional vision and learning media assessments
- Prepares and implement Individual Education Plans for students with visually impairments, including Learning Media Plans
- Maintains accurate records as required by District and Colorado Department of Education
- Adapts and modifies curriculum and classroom environment to meet the unique needs of a variety of students with visual impairments
- Develops plans to effectively use adaptive equipment and apparatus designed to support students with visual impairments (recording and listening equipment, lighting and/or magnifying aides, drawing and writing tools, etc.)
- Collaborates with a variety of staff to assure the needs of students with visual impairments are appropriately addressed
- Participates in Team meetings and planning sessions to develop appropriate programming for students with visual impairments
- Make every student, parent, and visitor feel noticed, welcomed, and valued

OTHER DUTIES

- Performs related work as required

KNOWLEDGE, ABILITIES, AND SKILLS

- Demonstrates knowledge of best practices in the area of working with students with visual impairments
- Ability to work independently with a high degree of organization and flexibility
- Strong interpersonal and communication skills
- Ability to independently drive to variety of sites each day

QUALIFICATIONS

- Valid Colorado professional license with an endorsement in the area of Visual Impairment
- Preferred minimum of 2 years of experience of working with students with visual impairment

ORGANIZATIONAL RELATIONSHIPS

Reports to Special Education Facilitator

WORKING CONDITIONS

The work is performed in a typical school/office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

JOB TITLE

JOB DESCRIPTION

Exempt

WORK YEAR

School year

**JOB TITLE****JOB DESCRIPTION**

Teacher, Special Education - Autism Spect Disorder

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible adults. The Autism Spectrum Disorder (ASD) teacher will utilize evidence-based practices developed for individuals identified with an autism spectrum disorder. The ASD teacher is responsible for planning instruction and adaptation of the general/special education curriculum to accommodate students in the learning process. Displays personal qualities which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students -- e.g. is consistent, fair, dependable, responsible and respectful.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional goals and objectives
- Collaborates with building administration, district administration and supplemental service providers
- Provides effective instructional techniques for all students in the classroom
- Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor
- Develops, implements, and evaluates the effectiveness of behavior support plans including a classroom plan and any needed individual plans as well as carry out these plans with fidelity until they are modified by the team
- Plans and implements academic instruction for students who exhibit communication, social and behavioral challenges using evidence-based practices, modified curriculum materials, and general education curriculum.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for paraprofessionals and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required
- Follows Federal and State Laws, Board of Education policies and approved District practices regarding special education students

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrated technology skills to support the content areas
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

- Bachelor's degree in education or other related discipline
- Valid CDE teacher licensure with appropriate endorsement
- Three years' experience instructing students with ASD-Preferred
- CPI certified
- Designated positions may require training in and ability to use sign language

QUALIFICATIONS

- Bachelor's degree in education or other related discipline
- Valid CDE special education teacher licensure
- Three years' experience instructing students with ASD-Preferred
- CPI certified or willingness to get CPI certified
- Designated positions may require training in and ability to use sign language

ORGANIZATIONAL RELATIONSHIPS

Reports to Principal

WORKING CONDITIONS

The work is performed in a school classroom

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 75 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; and feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

WORK YEAR

187 Days

Teacher, Special Education - Inclusion Support

### **SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible adults. The Inclusion Support (IS) teacher will utilize evidence-based practices developed for individuals identified with an autism spectrum disorder. The IS teacher is responsible for planning instruction and adaptation of the general/special education curriculum to accommodate students in the learning process. Displays personal qualities which are appropriate for a professional teacher - such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students -- e.g. is consistent, fair, dependable, responsible and respectful.

### **ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional goals and objectives
- Collaborates with building administration, district administration and supplemental service providers
- Provides effective instructional techniques for all students in the classroom
- Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor
- Develops, implements, and evaluates the effectiveness of behavior support plans including a classroom plan and any needed individual plans as well as carry out these plans with fidelity until they are modified by the team
- Plans and implements academic instruction for students who exhibit communication, social and behavioral challenges using evidence-based practices, modified curriculum materials, and general education curriculum.
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for paraprofessionals and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required
- Follows Federal and State Laws, Board of Education policies and approved District practices regarding special education students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required

### **OTHER DUTIES**

- Performs related work as required

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrated technology skills to support the content areas
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

### **QUALIFICATIONS**

- Bachelor's degree in education or other related discipline

JOB TITLE

JOB DESCRIPTION

- Valid CDE teacher licensure with appropriate endorsement
- Three years' experience instructing students withAutism, Significant Support Needs, or Affective Needs
- CPI certified
- Designated positions may require training in and ability to use sign language

**QUALIFICATIONS**

- Bachelor's degree in education or other related discipline
- Valid CDE special education teacher licensure
- Three years' experience instructing studentswith Autism, Significant Support Needs, or Affective Needs
- CPI certified or willingness to get CPI certified
- Designated positions may require training in and ability to use sign language

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal

**WORKING CONDITIONS**

The work is performed in a school classroom

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 75 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; and feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

187 Days

Teacher-CSST

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and can communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for post-secondary and workforce success. Effective Teachers facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional content standards and benchmarks (goals and objectives)
- Provides effective instructional strategies and activities for all students in the classroom
- Prepares for classes assigned and shows written evidence of preparation upon request of the principal or his/her designated school leader
- Encourages students to set and maintain standards of appropriate classroom behavior
- Plans a program of study that meets the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required
- Make every student, parent, and visitor feel noticed, welcomed, and valued
- Teachers will work with individual students to maximize their potential academically and socially.
- Teachers are highly qualified in specific content areas and serve as the teacher of record for students in courses within that content area.

- Teachers lead students in elective courses based on qualifications and interest.
- Teachers will be proficient in the use of technology, including the potential of using online, personalized tutoring programs to maximize student learning.
- Teachers will assist students in collaborative problem-solving activities, personal inquiry projects, leadership development, and wellness activities.
- Teachers will serve as formal mentors for certain students. They will conduct regular progress checks, assist students with goal setting, and serve as the primary point of contact for parents and families.
- Teachers may supervise students as they participate in learning expeditions such as: hikes, physical activities, museum visits, historical sites, etc.
- Successful candidates will have a “spirit of innovation” and be willing to develop and refine systems for the benefit of individual students and the school.
- Successful candidates will be willing to collaborate with colleagues and administration to develop learning activities, projects, expeditions, events, and operational tasks in an open and fluid environment.
- CSST is focused on the following areas/elements: cybersecurity, aerospace, entrepreneurialism and ethics.
- Staff will be available to partner with industry leaders to provide immersive experiences for students in career-based learning and problem solving.
- More information about this program can be found on the CSST website: [www.csrockets.org](http://www.csrockets.org)

#### **OTHER DUTIES**

- Performs related work as required

#### **KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrates technology skills to support the content area(s) and 21st Century Learning
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

#### **QUALIFICATIONS**

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements
- Appropriate State licensure

#### **PREFERRED**

#### **ORGANIZATIONAL RELATIONSHIPS**

- Reports to Principal

#### **WORKING CONDITIONS**

Performed in a school classroom (environment).

#### **PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

**FLSA STATUS**

Exempt

**WORK YEAR**

187 days

Teacher-DLI

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and-- in harmony with the goals-- establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional content standards and benchmarks (goals and objectives)
- Provides effective instructional strategies and activities for all students in the classroom
- Prepares for classes assigned and shows written evidence of preparation upon request of the principal or his/her designated school leader
- Encourages students to set and maintain standards of appropriate classroom behavior
- Plans a program of study that meets the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Utilize research-based teaching methods to differentiate instruction for students with varying language proficiency levels.
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Attends staff meetings and serves on staff committees as required
- Foster an inclusive classroom environment where students feel respected

JOB TITLE

JOB DESCRIPTION

and valued, ensuring the integration of cultural awareness and sensitivity.

- Develop and deliver engaging lesson plans that integrate both languages (English and the target language (Spanish), focusing on language development, literacy, and content-area instruction.

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- A passion for teaching and a commitment to the success of all students in a culturally diverse environment.
- Integrates technology skills to support the content area(s) and 21st Century Learning
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom
- Knowledge of the general organization and functions of a public school system
- Knowledge of effective language acquisition theories and best practices in bilingual education.
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements
- Appropriate State licensure
- Bilingual fluency in English and Spanish.

PREFERRED

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Principal

**WORKING CONDITIONS**

- The work is performed in a school classroom (environment).

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

187 days

Teaching and Learning Coach

**SUMMARY OF FUNCTION**

The primary function of the Teaching and Learning Coach (TLC) is to coach and consult with school staff to provide job-embedded professional development, to build organizational capacity in areas of instruction, curriculum and assessment, and to serve as a liaison to the Division of Instruction, Curriculum and Student Services.

**ESSENTIAL JOB FUNCTIONS**

- Supports implementation of strategies to meet Unified School Improvement Plan goals
- Provides peer assistance and coaching, within building and district[1]wide, toward meeting teachers' goals to grow in knowledge and effectiveness in all content areas
- Provides staff with structures, professional development and feedback that supports teaching and learning cycles
- Serves as a liaison between school sites and the Division of Instruction, Curriculum and Student Services to deliver intentional and consistent professional training supporting school improvement, district initiatives and essential actions
- Provides facilitation and guidance in partnership with Instruction, Curriculum and Student Services for district instructional initiatives.
- Provides support to staff in formatively assessing and monitoring student progress toward mastery, in interpreting individual and class trends, and in determining effective Tier I instruction, intervention techniques, differentiation, and Tier 2& 3 intervention techniques.
- Coordinates and implements staff development and related follow-up activities for teachers as well as provide professional support and on[1]site coaching functions as needed.
- Provides expertise and build staff capacity in data literacy and the Response to Instruction framework.
- Supports implementation of interdisciplinary, cross-content techniques and the use of materials in support of disciplinary literacy.
- Demonstrates an ongoing willingness to enhance and further their own professional training, knowledge, and expertise through Division of Instruction, Curriculum and Student Services trainings/in[1]services/meetings and external professional opportunities within content related to effective instruction, all curriculum/content areas, Response to Intervention, professional coaching and student performance. (Training can also be added with approval of Principal and their Executive Director as supported by the Assistant Superintendent of ICSS.)

**OTHER DUTIES**

- Other duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to develop ongoing trusting relationships with staff
- Skills in meeting the challenges of adult learners
- Ability to work through and manage resistance to change
- Collaborative, team-oriented attitudes
- Ability to be a risk taker and possibility thinker
- Knowledge of all content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems.
- Successful experience using various teaching strategies/approaches with students of diverse abilities and learning styles.
- Ability to build staff capacity to assess and diagnose students' academic strengths/weaknesses and prescribe effective interventions.

JOB TITLE

JOB DESCRIPTION

- Ability to engage staff in reflective, self-inquiry processes to improve practice
- Ability in and knowledge of data management systems to include the ability to provide ongoing coaching on effective use of the data systems for improved instruction and leading to improved student performance.
- Ability to provide training and coaching for staff K – 5 in effective research-based and district approved instructional strategies in all content areas.
- Ability to create and implement standards-based lesson plans that embed disciplinary literacy in an appropriate and effective manner.
- Strong organization, communication and facilitation skills.
- Strong working knowledge of the Response to Instruction framework

QUALIFICATIONS

- 5+ years of highly effective classroom experience preferred
- Master’s degree preferred
- Colorado teacher licensure
- Successful experience in working with adults in the areas of professional training and staff development

ORGANIZATIONAL RELATIONSHIPS

- Reports to and is evaluated by the building principal
- Actively partners with Instruction, Curriculum and Student Services to further the district’s essential actions and to eradicate school-based disparities
- Participates in Instruction, Curriculum and Student Services -led professional development sessions and information sessions as scheduled

WORKING CONDITIONS

- The work is performed in a typical office environment and in school classrooms.
- Flexibility in daily work schedule is required.
- Summer training is required.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects and use fingers to operate computer keyboard. The work requires the ability to speak normally and to use normal or aided vision and hearing

FLSA STATUS

Exempt

WORK YEAR

187Days

Technical Operations Support Specialist

**SUMMARY OF FUNCTION:**

Responsible for planning, installation, operation, testing, and day-to-day troubleshooting of devices / clients / peripherals for network based computer technology. Including Intranet site communication for networked computer technology, hardware, and software for all remote sites within District #11. Computer and printer maintenance, including troubleshooting and repair.

**ESSENTIAL JOB FUNCTIONS:**

- Consults with users to create hardware, software, and system specifications, using systems analysis techniques and procedures. To ensure a District wide standardized and supportable operating structure. Work includes planning and implementing pilot projects.
- Creates, tests and/or modifies computer systems and/or programs, includes products in beta, as prescribed by user and/or system design specifications. This work will also include proper documentation of process and procedures used.
- Test, create and/or modify computer programs to function on standardized District Operating System.
- Plan, install, maintain and troubleshoot various network and dual platform Macintosh/PC systems including
- Operating Systems, software, file servers, and associated network LAN/WAN devices.
- Install, maintain and troubleshoot network inter-connection in coordination with other IT personnel.
- Consult with district staff in the installation/implementation and integration of network Macintosh/PC software and hardware.
- Develop and implement in-service training activities for users and staff.
- Provide technical and in-service assistance for inter/intra network communications including voice, data and video.
- Work cooperatively with other departments and schools to improve operation and efficiency of network and Macintosh/PC systems.
- Proficient with current operating systems, including Windows, macOS, Android, and iOS.
- Maintains logs, records, and files related to repair and productivity.
- Keep informed of and disseminate information on developments and changes in the technology field.
- Respond to Support Center, help desk, for support or identified problems.
- Substitute for Support Center, help desk, personnel absentees.

**OTHER DUTIES:**

Performs related work as required.

**KNOWLEDGES, ABILITIES AND SKILLS**

- Knowledge of the principles, concepts, practices, and the understanding of a wide variety of WAN/LAN/PC operating systems and protocols including Windows XP, Windows 7, Windows 10, Windows Server 2008 and higher, Mac OS X 10.x.x and higher, TCP/IP stack.
- Knowledge of the principles, concepts and practices of networking, configuration, hardware, and software as applied to the requirements of the District.
- Apple certification and experience remotely managing Mac platform workstations extremely helpful.
- Printer and peripheral maintenance and repair extremely helpful.
- Ability to plan, install, operate and maintain site technology hardware and software.
- Ability to communicate effectively using strong written, verbal, and electronic

JOB TITLE

JOB DESCRIPTION

communication skills.

- Ability to work cooperatively and coordinate effectively with others that possess both technical and non-technical backgrounds.

**QUALIFICATIONS:**

- Bachelor degree in computer science, telecommunications, network management and/or directly related field or equivalent work experience.
- Minimum three years' experience in dual platform (Mac/PC) environment,
- Experience with fileserver setup and operation, LAN/WAN telecommunications, network management, and/or related fields with demonstrated knowledge in these areas.
- Demonstrated ability to learn new technologies and to seek certification for some.
- Demonstrated competencies in the use of a variety of instructional and business platforms, operating systems, and related technologies.

**ORGANIZATIONAL RELATIONSHIPS:**

Reports to Director of Technical and Support Services.

**WORKING CONDITIONS:**

The work is performed in a typical office environment, and field work at remote locations.

**PHYSICAL DEMANDS:**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry upto 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Technician III

**SUMMARY OF FUNCTION**

This is skilled work in the planning, installation, operation, testing maintenance and repair of a variety of audio-visual equipment and miscellaneous electronic equipment. Provides technical service, expert installation, troubleshooting, maintenance and guidance related to the daily use of audio-visual and computer equipment. Insures all equipment and systems conform to safety, performance, technical, UL, and FCC specifications.

**ESSENTIAL JOB FUNCTIONS**

- Diagnoses and repairs a variety of audio, audio-visual and video equipment systems.
- Installs, maintains and repairs audio, intercom, PA, video reproduction and distribution systems in coordination with other IT personnel.
- Determines reasons for equipment failure and initiates actions for immediate replacement or repair of defective components to restore equipment to service.
- Monitors current audio-visual and video industry standards and techniques to make recommendations for procurement and utilization.
- Instructs District personnel in the proper operation and care of audio-visual and video equipment.
- Maintains logs, records, and files, including Support Center ticketing software related to repair and productivity in a timely manner.
- Maintains current critical spare parts inventory required for repair of equipment.
- Maintains shop facility and tools in a clean and safe manner.
- Interacts and coordinates bid and installation processes with District vendors for AV equipment.
- Assists in the maintenance and repair of all other audio-visual, video, and computer equipment maintained by Technical Services.

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of electronic technology as applied to the diagnosis, repair and maintenance of audio, audio-visual, video distribution, and computer equipment. Must be skilled in using modern test equipment and troubleshooting techniques. Experience with Bogen intercom installation, programming and maintenance.
- Ability to diagnose and repair equipment malfunctions.
- Ability to install a variety of AV equipment; TV's, Interactive boards, wall and ceiling mounted projectors etc.
- Ability to communicate and instruct others effectively and efficiently.
- Ability to work cooperatively with others.
- Ability to keep abreast of developments in the field.
- Ability to present oneself in a positive and professional manner.

**QUALIFICATIONS**

- Associates degree or equivalent in electronic technology or related field
- Appropriate factory certificates helpful
- Five years' experience
- Valid driver's license

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Technical and Support Services Director.

**WORKING CONDITIONS**

The work is performed in shop and on-site environments.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of moderate physical activity, and is performed in office, shop and field environments. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers

JOB TITLE

JOB DESCRIPTION

to operate computer keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

## Technology Assessment Specialist

## SUMMARY OF FUNCTION

The Technology Assessment Specialist works in the department of Learning Resource Services in the Division of Technology Services and reports to the Library Technology Facilitator/District Technology Coordinator (DTC). This position provides technology support for computerized/app-based assessments in District 11 including the Colorado Summative (CMAS), PARCC, WIDA 2.0, and kindergarten readiness along with other district interim assessments and creates school-level materials for SAC, LTEs/LTTs and teachers. This position works under direction of the DTC to manage the processes for online assessment technology support, works closely with Support Center staff to facilitate and answer questions for schools, and works closely with staff in the department in Educational Data and Support Services.

## ESSENTIAL JOB FUNCTIONS

- Works under the direction of the Library Technology Facilitator/District Technology Coordinator (DTC) to understand and manage technology support for state and district online assessments.
- Develops and documents processes for online assessment technology support, to include procedures for school library technology staff (LTE/LTT) and district technology staff.
- Assists in training of school-based personnel for online assessment technology support.
- Works with DTC and Technology Services departments on technical needs and procedures for preparing student and teacher computers, and implementing and administering the computerized/app-based assessments.
- Assists in providing technical assistance to school personnel regarding troubleshooting if errors and anomalies occur during testing.
- Anticipates technology problems before they occur and understands the relationships between network, desktop, application systems
- Advises, oversees, describes and conducts trouble-shooting over the phone, written, and in person, giving direction to Support Center staff, school-based staff, DTC and other staff in Technology Services.
- Works with Technology Services departments and schools for android, google and apple app-based assessments using school-based and district-based systems such as Apple configurator, Google console, and/or MDM solutions.
- May act, at the request of the DTC, as liaison between the assessment companies such as Pearson technical support teams and schools regarding assessment issues.
- May act, at the request of the DTC, as liaison between the Colorado Department of Education and the school district.

## OTHER JOB DUTIES

Performs related work as required.

## KNOWLEDGE, ABILITIES AND SKILLS

Ability to apply a wide range of technology skills involving troubleshooting and assessments

Understanding of assessment practices and protocols around assessment practices and interrelationships of assessment windows

Ability to take work direction, prioritize work load in a shifting environment, and meet ever-changing deadlines

Demonstrated abilities in oral and written communication

Strong organizational and leadership skills

Proficient in Microsoft Applications

Computerized/App-based assessment knowledge

PC, laptop and tablet devices familiarity

Service oriented

Ability to foster and manage change

JOB TITLE

JOB DESCRIPTION

High tolerance for ambiguity  
Knowledge of D11 technology systems is a plus

QUALIFICATIONS

Colorado teaching certificate required

PREFERRED

App-based, web-based and software-based program usage and installation familiarity

Experience creating web-based videos

ORGANIZATIONAL RELATIONSHIPS

Reports to Library Technology Facilitator/District Technology Coordinator

WORKING CONDITIONS

This work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is generally sedentary with some extended periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift or carry up to 40 pounds; climb stairs, bend, reach, grasp, and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA

non-exempt

WORK YEAR

temp

**JOB TITLE****JOB DESCRIPTION**

Technology Integration & Assessment  
Coord

**SUMMARY OF FUNCTION**

The primary function of the Assessment and Technology Integration Resource Coordinator is to provide support pertaining to assessment literacy, data retrieval, data analysis and technology intervention resources needed to improve student learning through direct service, professional development and coaching. The focus is on supporting instructional staff in meeting the learning needs of students in a data rich environment. The majority of the workday is spent coordinating professional development, coaching and technology integration support for technology applications that provide instructional interventions.

**ESSENTIAL JOB FUNCTIONS**

- Provides consulting, coaching and planning services for principals, LTEs, LRTs and others around data retrieval, data analysis, assessment literacy and technology intervention resources
- Customizes data, assessment and intervention solutions for school sites
- Coordinates professional development, coaching, and technology resources with Instruction and IT
- Works with IT to provide professional development and coaching to buildings around data solutions such as Alpine Achievement, AssessMart, Aims Web and the Curriculum Management System
- Establishes a coaching model that enables work with the data teams at each building around assessment literacy, data retrieval and analysis and technology intervention resources
- Supervises and evaluates coaches and the coaching model
- Participates in providing accreditation technical assistance to sites by providing assessment , professional development and data interpretations to buildings
- Coordinates with IT to scaffold and provide support for the roll out and use of the new Curriculum Data Management System
- Coordinates and provide support for Success Maker, Read 180, Nova Net, Riverdeep and other technology intervention programs
- Works at the state and local level to bring resources and professional development to our district around assessment literacy, data retrieval, data analysis and technology intervention resources
- Networks with school coaches to ensure the implementation of quality tools, CQI practices and Rtl practices
- Assists in providing quality resources to support schools through technical assistance and accreditation
- Provides support and training on how to write quality short cycle assessments that are aligned to the curriculum at the building level
- Works with professional development, instruction, AERO and technical services to provide quality online staff development through PBS and our online shell
- Coordinates and plan with IT to identify, purchase and implement technology resources to be used to increase student achievement

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Be a strong leader and understand how to manage multiple projects at any given time
- Understanding of standards-based instructional strategies and the use of assessments and data to guide instruction
- Standards for aligning interventions, differentiated instruction, a variety of instructional materials in a standards-based system
- A conceptual understanding of assessment practices and protocols around

JOB TITLE

JOB DESCRIPTION

- using data to drive instructional practice, including data analysis
- A wide range of technology skills around data retrieval and data analysis including a solid background in the use of Excel to create data displays
  - Some technical knowledge around network based software and web based programs that provide instructional intervention
  - Strong facilitation skills
  - A solid background in coaching skills
  - Strong organizational, communication and leadership skills

QUALIFICATIONS

- 5 years successful teaching experience
- Master’s degree
- Current Colorado teaching license
- Strong instructional and technology skills
- Assessment literacy knowledge
- Data retrieval and analysis knowledge
- Service orientation

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Executive Director of Assessment, Research and Evaluation.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 Days

**JOB TITLE****JOB DESCRIPTION**

Technology Integration & Assessment Facilitator

**SUMMARY OF FUNCTION**

The primary function of the Assessment and Integration Resource Facilitator is to provide data retrieval, data analysis (specifically assessment data analysis and interpretation) and technology intervention resources through direct service, professional development, coaching and support pertaining to assessment literacy and the technology resources needed to improve student learning. The focus is on supporting instructional staff in critical decision making based on results, which allows for appropriate educational planning to meet the learning needs of students in a data rich environment. The majority of the workday is spent providing services in coaching, professional development, and technology integration for software used to provide educational interventions.

**ESSENTIAL JOB FUNCTIONS**

- Provides consulting, coaching and planning services for principals, LTEs, LRTs and others around data retrieval, data analysis, assessment literacy and using technology intervention resources
- Provides support for the roll out and use of the new Curriculum Data Management System
- Customizes data, assessment and intervention solutions for school sites, modeling and coaching classroom teachers in developing technological skills in utilizing software options available for educational planning and data analysis
- Provides professional development, coaching, and technology resources with Instruction and IT specifically in the use of software applications to be used on a regular basis. ( i.e. Alpine Achievement, AssessMart, Aims Web and the Curriculum Management System)
- Works with the Assessment and Technological Integration Resource Coordinator to provide assessment, data and accreditation resources, including technical assistance, to buildings.
- Provides support and training on how to write quality short cycle assessments that are aligned to the curriculum at the building level
- Works with the data teams at each building around assessment literacy, data retrieval and analysis and technology intervention resources
- Provides support for Success Maker, Read 180, Nova Net, Riverdeep and other technology intervention programs at the site and district level.
- Facilitates the selection, acquisition and classroom use of content based software at all school sites, when asked

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Understanding of standards-based instructional strategies and the use of assessments and data to guide instruction
- Apply skills and knowledge that allow for using standard based instruction for aligning interventions, differentiated instruction, and a variety of instructional materials in a standards-based system
- A conceptual and working knowledge in understanding of assessment practices and protocols around using data to drive instructional practice
- A wide range of technology skills around data retrieval and analysis including a solid background in the use of Excel/Access or other data base programs to manipulate and create data displays
- A working classroom knowledge base of a wide variety of technology resources including but not limited to: productivity software, presentation and management tools; reading and writing software; desktop publishing; assessment and tutorial software; research and reference software; multimedia tools; simulation software; etc.
- Have some familiarity with computer languages and rudimentary

JOB TITLE

JOB DESCRIPTION

- programming
- Have an understanding of how to work with network based software
  - Strong facilitation skills
  - Coaching ability
  - Strong organizational, communication and leadership skills

QUALIFICATIONS

- 5 years successful teaching experience
- Current Colorado teaching license
- Strong instructional and technology skills
- Assessment literacy knowledge
- Data retrieval and analysis knowledge
- Service orientation
- Data base knowledge and expertise

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Assessment and Integration Resource Coordinator.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects, and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

207 Days

JOB TITLE

JOB DESCRIPTION

Technology Operations Support Specialist

SUMMARY OF FUNCTION

Responsible for planning, installation, operation, testing, and day-to-day troubleshooting, for Macintosh/PC network based computer technology. Including Intranet site communication for networked computer technology, hardware, and software for all remote sites within District #11.

ESSENTIAL JOB FUNCTIONS

- Consults with users to create hardware, software, and system specifications, using systems analysis techniques and procedures
- Ensures a District wide standardized and supportable operating structure
- Work includes planning and implementing pilot projects creates, tests and/or modifies computer systems and/or programs, includes products in beta, as prescribed by user and/or system design specifications
- Includes proper documentation of process and procedures used
- Test, create and/or modify computer programs to function on standardized District Operating System
- Plan, install, maintain and troubleshoot various network and dual platform Macintosh/PC systems including operating systems, software, file servers, and associated network LAN/WAN devices
- Installs, maintains and troubleshoots network inter-connection in coordination with other IT personnel
- Consults with district staff in the installation/implementation and integration of network Macintosh/PC software and hardware
- Supports the implementation, utilization, operation and maintenance of all MSAP Grant 21st Century Technology equipment and program components
- Develops and implements in-service training activities for users and staff
- Provides technical and in-service assistance and support for inter/intra network communications including voice, data and distance learning, and video
- Works cooperatively with other departments and schools to improve operation and efficiency of network and Macintosh/PC systems
- Maintains logs, records, and files related to repair and productivity
- Keeps informed of and disseminate information on developments and changes in the technology field
- Responds to Support Center help desk for support or identified problems
- Substitutes for Support Center help desk, personnel absentees

OTHER DUTIES

- Performs related work as required

KNOWLEDGES, ABILITIES AND SKILLS

- Knowledge of the principles, concepts, practices and the understanding of a wide variety of WAN/LAN/PC operating systems and protocols including MS-DOS 6.0-7.0, Windows XP, Windows Vista, Windows 7, Windows Server 2008, Macintosh O/S 10.00 and higher, TCP/IP stack
- Knowledge of the principles, concepts and practices of networking, configuration, hardware and software as applied to the requirements of the District
- Ability to plan, install, operate and maintain site technology hardware and software
- Ability to communicate effectively using strong written, verbal, and electronic communication skills
- Ability to work cooperatively and coordinate effectively with others that possess both technical and non-technical backgrounds

QUALIFICATIONS

- 2-year degree or equivalent, telecommunications network management and/or directly related field or equivalent work experience

JOB TITLE

JOB DESCRIPTION

- Minimum three years experience in dual platform (Mac/PC) network technologies, fileserver setup and operation, LAN/WAN telecommunications, network management and/or related fields with demonstrated knowledge in these areas extremely desirable
- Demonstrated ability to learn new technologies and to seek certification
- Demonstrated knowledge of networking and/or CNNA or MCSE certification preferred
- Demonstrated competencies in the use of a variety of instructional and business platforms, operating systems, and related technologies

ORGANIZATIONAL RELATIONSHIPS

Reports to Director of Technical and Support Services.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

## Technology Support Coordinator

## SUMMARY OF FUNCTION

Responsible for the installation, operation, testing and day-to-day troubleshooting of Department of Transportation management information systems and the related technology hardware and software. Provides basic technology related assistance and support to the Facilities, Operations and Transportation organization.

## ESSENTIAL JOB FUNCTIONS

- Plans, develops, implements, and maintains the information technology systems related to Transportation operations and maintenance
- Responsible for establishment of procedures pertaining to data management, data integrity, system monitoring, system integration and system performance optimization
- Oversees the use of computer systems used to develop transportation plans and schedules
- Helps transportation specialist using computer systems to optimize the efficiency of the transportation system
- Assists with the activities related to support of the Facilities, Operations and Transportation software and database and information management systems
- Acts as systems administrator for Facilities, Operations and Transportation unique information management systems
- Isolates, identifies, troubleshoots and corrects actual and potential software, hardware and database systems
- Installs applicable products as required and provides or supervises training as needed
- Serves as the site level network manager
- Provides basic technical assistance and support
- Assists site users with data issues, network access, and information systems use as necessary
- Assists with the development of requirements for the purchase of resources for the implementation and improvement of technology services for Transportation and Facilities related systems
- Serves as liaison with the Division of Information Technology
- Coordinates the configuration of hardware, software, network and professional services to make effective use of technology
- Works with other district technology operations support personnel to ensure integration of new software with current systems
- Responsible for the purchase, installation, operation and maintenance program for Global Positioning Systems, Audio and Video systems and other systems used for pupil transportation
- Includes investigation and preservation of documentation of events used for school bus student management

## OTHER DUTIES

- Performs related work as required

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge, competence and skills in all aspects of current and emerging information technology, including network management and telecommunications access
- Working knowledge of a client server operating environment
- Familiarity with LAN and WAN networking environments
- Ability to plan, install, operate and maintain information technology hardware and software
- Ability to communicate effectively, both orally and in writing
- With the ability to actively promote growth of information technology competencies among all staff
- Ability to work effectively with others that possess both technical and non-

JOB TITLE

JOB DESCRIPTION

technical backgrounds

QUALIFICATIONS

- Associates Degree or equivalent training / experience in the technology systems or telecommunications network management fields with four years of related experience
- Two years experience in computer systems, networking, database development and planning/scheduling software

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Director of Transportation. Works in coordination with and also support the other departments, offices and functions of the Facilities Operations and Transportation organization. Serves as the technology systems liaison with the Division of Information Technology.

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

260 days

Technology Support Field Technician Analyst

**SUMMARY OF FUNCTION:**

Responsible for installation, operation, diagnosing, analyzing, maintaining, troubleshooting, and repairing district technology which includes computers, printers, tablets, and similar equipment for all schools and sites within Colorado Springs School District #11.

**ESSENTIAL JOB FUNCTIONS:**

- Responds to requests from Support Center, help desk, for support or identified problems related to technology.
- Deploys, maintains, troubleshoots, and repairs systems operating on Windows, macOS, iOS, and Android platforms as well as printers and other related technology equipment, with occasional basic network troubleshooting.
- Consults with end users to create hardware, software, and system solutions using problem solving and analysis techniques and procedures to ensure a district-wide standardized and supportable operating structure. This work includes school / site visits, on site repairs, pickup and delivery of technology, planning, and occasional implementation of pilot projects.
- Tests and / or modifies computer systems and / or programs, including products in beta, as prescribed by user and / or system design specifications in order to work on standardized district computer image. This work will also include proper documentation of process and procedures used within help desk / ticketing software and / or support center knowledge base.
- Works closely with network, telecommunications, and other departments to install, maintain and troubleshoot network connectivity.
- Works cooperatively with other departments and schools to improve operation and efficiency of technology.
- Develops and implements in-service training activities for users and staff on best practices, troubleshooting, and reporting problems.
- Provides technical and in-service assistance for inter/intra network communications including voice, data and video.
- Proficient with current operating systems, including Windows, macOS, Android, and iOS.
- Maintains constant and relevant knowledge of developments and changes in the technology field.
- Substitutes for Support Center, help desk, personnel absentees.

**OTHER DUTIES:**

Performs related work as required.

**KNOWLEDGES, ABILITIES AND SKILLS**

- Knowledge of the principles, concepts, practices, and the understanding of a wide variety of operating systems as well as WAN/LAN protocols including Windows XP, Windows 7, Windows 10, Windows Server 2008 and higher, macOS X 10.11.x and higher, TCP/IP stack.
- Knowledge of the principles, concepts and practices of networking, configuration, hardware, and software as applied to the requirements of the District.
- Ability to plan, install, operate and maintain site technology hardware and software.
- Ability to communicate effectively using strong written, verbal, and electronic communication skills.
- Ability to work cooperatively and coordinate effectively with others that possess both technical and non-technical backgrounds.
- Microsoft and / or Apple certifications extremely helpful.
- Experience remotely managing workstations extremely helpful.
- Printer and peripheral maintenance and repair extremely helpful.

JOB TITLE

JOB DESCRIPTION

**QUALIFICATIONS:**

- Bachelor degree in computer science, telecommunications, network management and / or directly related field or equivalent work experience.
- Minimum three years' experience in multi-platform (macOS / PC / iOS / Android) environment.
- Experience with fileserver setup and operation, LAN/WAN telecommunications, network management, and/or related fields with demonstrated knowledge in these areas.
- Demonstrated ability to learn new technologies and to seek certification for some.
- Demonstrated competencies in the use of a variety of instructional and business platforms, operating systems, and related technologies

**ORGANIZATIONAL RELATIONSHIPS:**

Reports to Director of Technical and Support Services.

**WORKING CONDITIONS:**

The work is performed in a typical office environment and field work at remote locations.

**PHYSICAL DEMANDS:**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Technology Support Specialist

**SUMMARY OF FUNCTION**

Responsible for planning, installation, operation, testing and day to day troubleshooting Apple/PC network based computer technology and other Audio/Visual equipment

**ESSENTIAL JOB FUNCTIONS**

Strategic acquisition and maintenance of all networks, hardware, software and resources

\* Serves as first line of defense to provide technical assistance and support to staff in a timely manner.

\* Troubleshoots hardware, software, and network problems.

\* Monitors the implementation, utilization, and maintenance of all technology equipment and AV components.

\* Site level network manager.

\* Serves as a liaison to the Support Center/Help Desk.

\* Upholds policy and procedures consistent with District vision, mission, goals, policies, and procedures.

\*Organizes complex tasks and processes.

\*Develops systems/plan for: inventory, repair records, equipment location, resource maintenance, and replacement/upgrade of technology equipment.

\* Develops and puts into practice a personal professional growth plan that is aligned to program goals.

\*Provides an extremely high level of customer service for internal and external customers

\*Communicates with users in implementing and monitoring district policies, procedures, and security controls.

Analyzes and solves problems effectively

\*Collaborates with appropriate stakeholders to solve problems effectively.

\*Leads and facilitates collaboratively

\*Planning and implementing pilot projects to include creating, testing and/or modifying computer systems and/or programs

\*Installs, maintains, and troubleshoots network inter-connection in coordination with other IT departments

\*Develops and implements in-service training activities for users and staff

\*Provides technical and in-service assistance and support for inter/intra network communications including voice, data and video.

\*Maintains logs, records and files related to repair and productivity

\*Keeps informed of and disseminates information on developments and changes in the technology field.

\*Manages and upgrades digital signage

\*Interacts with a variety of presenters to determine technology needs

\*Provides on-demand training and support to internal and external customers for technology requirements

**OTHER DUTIES**

\* Performs all other duties/work as required.

**KNOWLEDGE, ABILITIES AND SKILLS**

\* Demonstrated technical competencies in building-based hardware and software.

\* Ability to work cooperatively with others and as a team member.

\* Demonstrated abilities in organizational, human relations, oral and written communications skills.

\* Ability to foster and manage change

\*Knowledge of the principles, concepts and practices of networking, configuration, hardware and software as applied to the requirements of the District.

Ability to plan, install, operate and maintain site technology hardware and

JOB TITLE

JOB DESCRIPTION

software  
Ability to communicate effectively using strong written, verbal, and electronic communication skills.  
Ability to work cooperatively and coordinate effectively with others that possess both technical and non-technical backgrounds.

**QUALIFICATIONS**

- \* Have the equivalent of 2 years of college or a 2 year college degree or passed the Work Keys test.
- \* Two years of technology experience preferred.
- \* Demonstrated technical competencies in computer hardware and software preferred.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Professional Development

**WORKING CONDITIONS**

The work is performed in a typical office and school environment.

**PHYSICAL DEMANDS**

The work is regularly active with mostly walking and standing with periods of sitting. Long periods of repetitive motion involving fingers, hands, and arms occur on a regular basis. Typical positions require workers to lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects, use fingers to operate computer or typewriter keyboards; identify colors; detect odors; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

**WORK YEAR**

185 days

Telecommunications System Administrator

**SUMMARY OF FUNCTION:**

Reporting directly to the Director of Networking and Telecommunications and working effectively with others throughout the District, this position performs a wide variety of tasks related to the District telecommunications' services environment. This includes, but is not limited to: switch programming, troubleshooting to support help desk inquiries, accommodating and performing hardware and software upgrades, analyzing and planning system upgrades, looking for efficient, cost-effective ways to sustain all telecommunications systems, confirming and verifying billing statements for accuracy, and training other users on proper phone operation. This work includes both hard-wired and wireless communication devices. Also performs technical service calls as required. Communicates requirements to commercial telecommunications providers to meet district requirements.

**ESSENTIAL JOB FUNCTIONS:**

- Downloads programs and maintains telephone servers to ensure continued service including the PBX, voice mail and other telecomm related systems.
- Interfaces with users to ensure the telephone system adequately meets their needs
- Work to improve operations and efficiency of systems and equipment.
- Provides technical assistance to resolve telecommunications operational problems.
- Analyzes usage and load patterns to match the overall network design to enhance efficiency and reduce cost
- Maintains telecomm system database and documentation to support other District systems and applications.
- Provides moves, add and changes of telephone equipment District-wide.
- Assists with the District's Mass Communication System including development, support maintenance, and training.
- Oversees district telecommunications records and reports, including cellular phone procurement and assignment, billing and repair of leased lines and circuits and coordinates with telecommunications and long distance account providers.
- Develops, documents, and maintains District telecommunications network standards
- Interfaces with Telecommunications service providers to make sure the District receives uninterrupted service
- Oversees, reviews, and certifies monthly invoices for payment. Ensures activity reports are sent to district departments and schools for review and reimbursement.
- Monitors and gives (as needed) training classes for district employees; provides both on-site specific and general training.
- Monitors and assures expenses incurred are within budget allotments as defined by the Director of Network and Telecommunications

**OTHER DUTIES:**

Performs related work as required.

**KNOWLEDGES, ABILITIES AND SKILLS:**

- Knowledge of the technical concepts and methods and procedures used in installing, setting up, and maintaining telecommunications systems and components.
- Experience with switch operations, user accounts, and administration
- Experience with digital switch multi-site telecommunications environment design and implementation. Examples are Avaya, Cisco, ShoreTel, etc.
- Proficient in telecommunications proprietary languages.

JOB TITLE

JOB DESCRIPTION

- Knowledge of principles, practices and techniques of SIP, TCP/IP and other networking communications.
- Utilize knowledge of SIP, LD and LEC circuits, T1's, and DS3's, as well as call routing and reporting for SIP, LD & LEC services.
- Knowledge of VoIP and troubleshooting VoIP issues over a network
- Ability to analyze problems and determine appropriate solutions.
- Demonstrated ability to communicate effectively.
- Demonstrated ability to work cooperatively with others.
- Demonstrated ability to understand and keep abreast of the new developments in the telecommunications field and learn new technologies.
- Using experience and knowledge, able to suggest design upgrades and enhancements for more effective use.
- Manage small projects related to District Communications as required.
- Skill in effectively using all the instruments, tools, equipment, and materials of the telecommunications field.
- Proficient with Microsoft Office Professional Suite and other Microsoft applications.
- Self-motivated

**QUALIFICATIONS:**

- 4-year college level education with a telecommunications or engineering degree or ten years directly related work or a combination of the above.
- Strong troubleshooting and technical analysis skills
- Experience with networking principles, interdependencies, and services related to the telecommunications and networking fields.
- Knowledge of VoIP and troubleshooting VoIP issues over a network.
- Ability to promote harmonious working relationships with staff and outside business representatives.
- Enhanced knowledge of telecommunications solutions, processes and configurations required to meet District needs.
- Cabling 568-A&B STD, Category 5, 110 blocks, 66 blocks; knowledge of fiber optics.
- Experience with Lan/Wan interfaces and environments.

**ORGANIZATIONAL RELATIONSHIPS:**

Reports to the Director of Network and Telecommunications

**WORKING CONDITIONS:**

The work is mainly in a field operations environment, interfacing directly with school telecommunications systems. This includes occasionally going above drop ceilings or into crawl spaces. This also includes an office environment to make system changes and maintain databases for critical operations

**PHYSICAL DEMANDS:**

The work is a mixture of physical activity (into ceilings and crawl spaces as necessary) and sedentary work in an office environment. Typical positions require workers to walk or stand for long periods; lift or carry up to 35 pounds; climb stairs; bend; reach; grasp; and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS:**

Exempt

Telecommunications Technician

**SUMMARY OF FUNCTION**

Reporting directly to the Director of Networking and Telecommunications and working effectively with others throughout the District, this position performs a wide variety of tasks related to the District telecommunications' services environment. This includes, but is not limited to: switch programming, troubleshooting to support help desk inquiries, accommodating and performing hardware and software upgrades, analyzing and planning system upgrades, looking for efficient, cost-effective ways to sustain all telecommunications systems, confirming and verifying billing statements for accuracy, and training other users on proper phone operation. This work includes both hard-wired and wireless communication devices. Also performs technical service calls as required. Communicates requirements to commercial telecommunications providers to meet district requirements.

**ESSENTIAL JOB FUNCTIONS**

- Provides moves, add and changes of telephone equipment District-wide
- Programs and maintains telephone switches to ensure continued service
- Interfaces with users to ensure the telephone system adequately meets their needs
- Provides technical assistance to resolve telecommunications operational problems
- Analyzes usage and load patterns to match the overall network design to enhance efficiency and reduce cost
- Maintains hardware and software to link schools to the main database
- Provides programming and technical support for the interactive voice response system
- Accesses district telecommunications records and reports, including cellular phone procurement and assignment, billing and repair of leased lines and circuits and coordinates with telecommunications and long distance account providers
- Helps maintain District telecommunications network standards
- Interfaces with Telecommunications service providers to make sure the District receives uninterrupted service
- Reviews monthly invoices for payment
- Ensures activity reports are sent to district departments and schools for review and reimbursement
- Monitors and gives (as needed) training classes for district employees; provides both on-site specific and general training
- Assures expenses incurred are within budget allotments as defined by the Director of Network and Telecommunications

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Expert knowledge of the technical concepts and methods and procedures used in installing, setting up, and maintaining telecommunications systems and components
- Ability to perform enhanced technical telecommunications installation and maintenance
- Experience with switch operations, user accounts, and administration. Proficient with Microsoft Office Professional Suite and other Microsoft applications
- Experience with digital switch multi-site telecommunications environment design and implementation. Examples are Nortel, Avaya, Saturn Switch, ShoreTel, AT&T, etc.
- Proficient in all District-used telecommunications proprietary languages
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to understand and keep abreast of the new developments in the telecommunications field

JOB TITLE

JOB DESCRIPTION

- Using experience and knowledge, able to suggest design upgrades and enhancements for more effective use
- Skill in effectively using all the instruments, tools, equipment, and materials of the telecommunications field

**QUALIFICATIONS**

- 4-year college level education with a telecommunications or engineering degree preferred. Or 2-year college degree with 3-5 years' experience.
- Strong troubleshooting and technical analysis skills
- Working knowledge of basic networking principles, interdependencies, and services related to the telecommunications field
- Ability to promote harmonious working relationships with staff and outside business representatives
- Enhanced knowledge of telecommunications solutions, processes and configurations required to meet District needs
- Conceptual knowledge of Lan/Wan interfaces and environments

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Network and Telecommunications

**WORKING CONDITIONS**

The work is mainly in a field operations environment, interfacing directly with school telecommunications systems. This includes occasionally going above drop ceilings or into crawl spaces. This also includes an office environment to make system changes and maintain databases for critical operations

**PHYSICAL DEMANDS**

The work is a mixture of physical activity (into ceilings and crawl spaces as necessary) and sedentary work in an office environment. Typical positions require workers to walk or stand for long periods; lift or carry up to 35 pounds; climb stairs; bend; reach; grasp; and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Non exempt

**WORK YEAR**

260 Days

Telecommunications and Networking Technician

### **SUMMARY OF FUNCTION**

Reporting directly to the Director of Networking and Telecommunications and working effectively with others throughout the District, this position performs a wide variety of tasks related to the District telecommunications and Networking services environment. This includes, but is not limited to: switch programming, troubleshooting to support help desk inquiries, accommodating and performing hardware and software upgrades, analyzing and planning system upgrades, looking for efficient, cost-effective ways to sustain all telecommunications systems, confirming and verifying billing statements for accuracy, and training other users on proper phone operation. This work includes both hard-wired and wireless communication devices. Also performs technical service calls as required. Communicates requirements to commercial telecommunications providers to meet district requirements.

### **ESSENTIAL JOB FUNCTIONS**

- Provides moves, add and changes of telephone equipment District-wide
- Programs and maintains telephone switches to ensure continued service
- Interfaces with users to ensure the telephone system adequately meets their needs
- Provides technical assistance to resolve telecommunications operational problems
- Maintains hardware and software to link schools to the main database
- Provides programming and technical support for the interactive voice response system
- Accesses district telecommunications records and reports, including cellular phone procurement and assignment, billing and repair of leased lines and circuits and coordinates with telecommunications and long distance account providers
- Helps maintain District telecommunications network standards
- Interfaces with Telecommunications service providers to make sure the District receives uninterrupted service
- Reviews monthly invoices for payment
- Monitors and gives (as needed) training classes for district employees; provides both on-site specific and general training
- Assures expenses incurred are within budget allotments as defined by the Director of Network and Telecommunications
- Learns IP telephony tasks and operations
- Learns to deploy IP phones
- Learns to troubleshoot IP phones and telephony systems
- Learns SIP trunking and troubleshooting

### **OTHER DUTIES**

- Performs related work as required

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Expert knowledge of the technical concepts and methods and procedures used in installing, setting up, and maintaining telecommunications systems and components
- Ability to perform enhanced technical telecommunications installation and maintenance
- Experience with switch operations, user accounts, and administration. Proficient with Microsoft Office Professional Suite and other Microsoft applications
- Experience with digital switch multi-site telecommunications environment design and implementation. Examples are Nortel, Avaya, Saturn Switch, ShoreTel, AT&T, etc.
- Proficient in all District-used telecommunications proprietary languages
- Understands basic networking principles

JOB TITLE

JOB DESCRIPTION

- Gains understanding of IP telephony operations
- Gains understanding of IP telephony switch operations
- Ability to communicate effectively
- Ability to work cooperatively with others
- Ability to understand and keep abreast of the new developments in the telecommunications field
- Using experience and knowledge, able to suggest design upgrades and enhancements for more effective use
- Skill in effectively using all the instruments, tools, equipment, and materials of the telecommunications field

**QUALIFICATIONS**

- 2 year college level education with a telecommunications or engineering background or ten years directly related work or a combination of the above
- Strong troubleshooting and technical analysis skills
- Working knowledge of basic networking principles, interdependencies, and services related to the telecommunications field
- Ability to promote harmonious working relationships with staff and outside business representatives
- Enhanced knowledge of telecommunications solutions, processes and configurations required to meet District needs
- Conceptual knowledge of Lan/Wan interfaces and environments

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Director of Network and Telecommunications

**WORKING CONDITIONS**

The work is mainly in a field operations environment, interfacing directly with school telecommunications systems. This includes occasionally going above drop ceilings or into crawl spaces. This also includes an office environment to make system changes and maintain databases for critical operations

**PHYSICAL DEMANDS**

The work is a mixture of physical activity (into ceilings and crawl spaces as necessary) and sedentary work in an office environment. Typical positions require workers to walk or stand for long periods; lift or carry up to 35 pounds; climb stairs; bend; reach; grasp; and turn objects; and use fingers to operate computer keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

## JOB TITLE

## JOB DESCRIPTION

Television Remote Production Coordinator

## SUMMARY OF FUNCTION

Under the direction of the Manager of Media Production Services, the Television Remote Production Coordinator is responsible for the organization and operation of all remote, on-location productions. S/he will assist as crew during remote, on-location production and will also assist in the productions and all operations of the studio and control room, including Channel 16 production and operation.

## ESSENTIAL JOB FUNCTIONS (COMPETENCIES)

- Coordinates crew for remote, on-location productions.
- Solicits students through school principals and video production teachers to fill the various student volunteer positions available for remote productions such as camera, audio, replay, talent, technical directing, etc.
- Ensures that all Volunteer Service enrollment forms are completed and on file with the Volunteer Services Department for all students volunteering.
- Trains student staff in aspects of remote, on-location production, including but not limited to camera, audio, replay, talent, and technical directing.
- Coordinates with the Manager of Media Production Services to schedule staff needed for remote productions.
- Schedules all remote, on-location productions with collaborative input from Principals, High School Athletic Directors, Performing Arts Teachers, Communications Director, Superintendent's office, community members, and the Manager of Media Production Services.
- Operates and produces needed media for remote and studio productions.
- Responsible for all aspects of operation of the remote production truck.
- Schedules adequate time to set-up and strike for remote television operations.
- Assists the Manager of Media Production Services in determining the location of the remote production truck for on-location shoots.
- Coordinates with District personnel at location and the Manager of Media Production Services to assure that an adequate power supply is available and that the cabling will be safely run into the location.
- Coordinates with staff to ensure that graphics, pre-built opens, credits, and other extra sequences that may be required for productions are created and ready for the remote productions.
- Communicates with stakeholders.
- Attends and participates in Media Production staff meetings and Division staff meetings.
- Communicates needed information for on-location crew.
- Communicates and gains cooperation from school personnel such as Athletic Directors, Coaches, Principals, etc.
- Implements and monitors district policies and procedures and appropriate security controls.
- Communicates with schools to provide a wide variety of coverage of district events.
- Analyzes and solves problems effectively.
- Collaborates with appropriate stakeholders to solve problems effectively.
- Collaborates with personnel from other school districts, academic institutions, libraries, and television stations to facilitate television/video production.
- Assists with operations of Media Production Services.
- Assists schools in video productions including editing and school video operations.
- Assists in the operation of Channel 16.
- Works in all aspects of studio operation and production.
- Assists in the production of various "in house" media projects.
- Leads and facilitates collaboratively.
- Works with the goal of providing quality programming for Channel 16, the District 11 Channel.

- Provides programming for the good of District 11 and its community.
- Participates in professional development activities and reads professional literature to maintain a high level of expertise in job related areas.

#### KNOWLEDGES, ABILITIES AND SKILLS

Demonstrated competencies in the operation of audio equipment.  
 Demonstrated competencies in the operation of various video cameras.  
 Demonstrated competencies in operating various video switchers.  
 Demonstrated competencies in operating non-linear editing systems.  
 Demonstrated competencies in operating various video recorders and playback systems.  
 Demonstrated competencies in operating a character generator and designing graphics.  
 Ability to understand various video and audio routing functions.  
 Demonstrated competencies in television directing skills.  
 Ability to program and operate various video and/or audio decks.  
 Demonstrated basic office computer skills.  
 Ability to foster and manage change.  
 Ability to work cooperatively with others, individually and in teams.  
 Ability to work a flexible schedule.  
 Demonstrated competencies in operating television automation systems.  
 Demonstrated high tolerance for ambiguity.

#### QUALIFICATIONS

##### Education

- Bachelor Degree in Broadcast Communications, Radio and Television or equivalent degree with one year experience in a television broadcast or video & audio production environment.
- Associate Degree with 7+ years of experience in a television broadcast or video & audio production environment.

##### Work Experience

- Experience in television production including audio, graphics, and editing.
- Experience in script writing and organizational skills preferred
- Valid Colorado driver's license and safe driving record.
- Must be able to drive a 16' Television Remote Truck. (CDL not required)

#### ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Manager of Media Production Services.  
 Supervises crew during on-location productions.  
 May, on occasion, supervise crew in studio and control room operations.

#### WORKING CONDITIONS

The work will be performed in various environments depending on the location and activity of the events being covered. The work will be performed according to the schedule demanded by the activity being produced. Late evenings and some early mornings as well as an occasionally Saturday events will be required to be worked. On-location productions are performed either at the school using school equipment or from a 16' television remote truck that has environmental controls to allow it to be used in Colorado's various seasonal conditions. Work may be required to be performed outside in Colorado's various seasonal conditions. Work may also be performed in studio and control room environment.

#### PHYSICAL DEMANDS

The work is active with the ability to walk, crawl, stand, and sit. The work requires the ability to bend, reach, hold, grasp and turn objects; use fingers to operate computers, cameras and other equipment; identify colors; detect odors, and feel the shape, size, and temperature of objects. The work requires

JOB TITLE

JOB DESCRIPTION

the ability to speak normally and to use normal or aided vision and hearing. The work requires the ability to lift and carry objects up to 75 pounds. Must be able to climb ladder for both studio and remote truck operations and sometimes work in an elevated position.

FLSA STATUS

Exempt

WORK YEAR

260 day

Temporary Summer Groundskeeper

SUMMARY OF FUNCTION

Performs various grounds maintenance tasks using appropriate methods and equipment. Work includes physical labor, heavy lifting of 100 pounds, bending to the ground and raising objects over the head and digging and twisting. Workers must be able to use all muscle groups and have a full normal range of motion as hard physical labor extending for 50 minutes out of every hour for an eight hour work day is often required. This is a seasonal entry level position.

ESSENTIAL JOB FUNCTIONS

- Performs various tasks related to care of turf and grounds maintenance including, but not limited to mowing, watering, fertilization and weed control and the promotion of seeded areas
- Performs basic pruning and maintenance of shrubs, trees, bushes and bedding plants
- Assists with the maintenance and repair of sprinkler systems
- Assists with the repair, maintain and install playground equipment and playground surfaces
- Assists with the maintenance of asphalt pavements, graveled and unimproved areas
- Cooperates with others as a team member
- Performs manual labor tasks and other related duties as assigned

QUALIFICATIONS

- Must be able to obtain and maintain a Colorado Driver License according to District standards (a bi-annual motor vehicle record will be reviewed)
- Ability to use all muscle groups with a full, normal range of motion including squatting, twisting, and lifting objects overhead
- Some grounds care experience preferred
- Minimum age: 18

ORGANIZATIONAL RELATIONSHIP

Works in the Landscape Shop and is typically assigned to a crew or under the supervision of a regular, full-time groundskeeper or crew leader

WORKING CONDITIONS

- Works in all weather conditions including adverse weather
- Some exposure to chemical/pesticides and herbicides with suitable protective measures
- Operates vehicles and powered equipment including mowers, weed-eaters, and other grounds care equipment
- Lifting up to 100 lbs.
- Hard physical labor for 50 minutes out every hour for an 8 to 10 hour day
- Occasional overtime

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS Nonexempt

## Title 1 Administrative Specialist

## SUMMARY OF FUNCTIONS

The Title I Administrative Specialist provides administrative and technical support to ensure efficient and effective operation of the Title I office and Designated Purpose Grant Funds including Title I, Part A and D; Title II, Part A; Title III, Part A and SIA; and Title IV, Part A. Performs a wide range of tasks related to budgeting, accounting, reconciliation and procurement functions. Supports the Title I Director in analyzing budget trends and spend down. Creates and provides monthly upkeep to the Federal Programs staff list and benefits list. Researches and resolves irregularities in budget transaction detail reports upon reconciliation. Conducts annual Title I supplies/materials/equipment inventory audit in all District 11 traditional, alternative, charter and non-public schools, researches and resolves irregularities, and determines retention/disposition in accordance with federal law. Is the designated backup for the Title I Compliance Specialist for McKinney-Vento transportation arrangements.

## ESSENTIAL JOB FUNCTIONS

- Creates and maintains budgets for federal funds in accordance with federal guidelines and CDE accounting rules
- Reconciles all budgets monthly and corrects errors in account strings with journal entries
- Collaborates with accounting firms to establish appropriate back-up documentation for Title reimbursement from Title I charter schools
- Anticipates budgetary irregularities and researches methods of mitigation
- Projects budget shortfalls and make recommendations for mitigation
- Oversees process of and assumes responsibility for timely and accurate completion of all office functions, including scheduling administrative meetings, coordinating calendars
- Creates journal entries
- Reviews designated purpose grants funds FTE through HR system for budgetary purposes
- Prepares budget transfers
- Assists with developing budgets for Federal Programs in coordination with Director Title I
- Reviews reports for errors
- Prepares reports for district use, as assigned
- Prepares reports for state data collection, as assigned
- Assists in the preparation and maintenance of grant budgets, including preparation of correcting entries as needed to ensure the accuracy of the financial information
- Works directly with the Procurement Office to establish contracts on behalf of district staff, non-public school staff, and charter staff in accordance with the approved consolidated application
- Determines district and school of attendance for all students attending non-public schools in District 11
- Makes purchases for non-public and charter schools in accordance with the approved consolidated application and federal rules and guidelines
- Creates travel requests on behalf of district staff, non-public staff and charter staff in accordance with the approved consolidated application
- Verifies accuracy of data
- Responds to and attempt to resolve problems, customer complaints, and other issues in a positive manner
- Coordinates materials preparation for informational presentations
- Maintains files according to established procedures and regulations to ensure documentation is sufficient for audits and other purposes
- Works independently at a consistent, high level of performance and as an

JOB TITLE

JOB DESCRIPTION

effective member of a work team

- Displays effective communication skills both oral and written

OTHER DUTIES

- Performs other duties as assigned

- 

• KNOWLEDGE, ABILITIES, AND SKILLS

- Excellent communication skills both verbal and written
- Strong mathematical, analytical and problem-solving skills
- Strong attention to detail
- Self-starter who follows through until task or project is completed

QUALIFICATIONS

- High School diploma or equivalent
- Three (3) years administrative assistant experience with budgetary emphasis preferably within a school district environment
- Experience and mastery level proficiency with Microsoft Excel – (subtotals, macros, formulas, linking, pivot tables, etc.) and other Office products.

PREFERRED QUALIFICATIONS

- Experience in grants-related activities in school district environment
- Excel Specialist certification preferred

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by Director of Title I or designee

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and use normal or aided vision and hearing.

FLSA STATUS

Nonexempt

WORK YEAR

260 Days

Title 1 Compliance Specialist

**SUMMARY OF FUNCTION**

Coordinates and implements No Child Left Behind compliance mandates in and for the Title I schools under the supervision of the Title I Director.

**ESSENTIAL JOB FUNCTIONS**

- Implements Title I “Choice” by working cooperatively with AERO and transportation to determine improvement status of Title I schools and appropriate Title I “Choice” schools, creating written parent notifications, serves as liaison with parents to apply for Title I “Choice”, ensures federal regulations are followed and maintains a database of families participating for data collection, evaluation and reporting purposes. Must be proficient in Zangle and EASY to access and track standardized test scores of participating students.
- Implements Title I Supplemental Educational Services by working cooperatively with AERO to determine improvement status of Title I schools, creating school notification, coordination of and attendance at vendor fairs, maintaining a database of families participating for data collection, evaluation and reporting purposes. Serves as liaison with parents who apply for Supplemental Educational Services and actively recruits parents to the program.
- Facilitates school notification of parental involvement compliance components including parent policies and parent compacts, running counts and updates by providing templates of notices, offering technical assistance to principals and parent groups regarding such notices, and ensures that all notices meet federal regulations.
- Coordinates and facilitates district-level parent involvement activities by working with Title I community and parent liaisons to recruit parents, establishing needs-based parent education offerings, ensuring that federal requirements of parent involvement are met, and ensuring that parents are present and involved in the annual meetings by recruiting and keeping accurate and appropriate documentation.
- Verifies status of homeless and potentially homeless students by working with schools, nutritional services staff, and parents, works with schools and shelters to secure needed supplies to allow homeless students to fully participate in the curriculum, serves as liaison between Title I and transportation to secure transportation for homeless students, works with local refugee services to identify and serve refugee families, and works with non-Title I school staff to secure tutoring, as needed, for homeless students in non-Title I schools. Works with school staff and unaccompanied youth to access educational opportunities that allow for graduations.
- Creates/completes reports for the district and/or the Colorado Department of Education as needed or requested pertaining to Title I “Choice”, Supplemental Educational Services, parental involvement and homeless.
- Participates in the completion of the Consolidated Federal Programs Application
- Maintains appropriate records related to services provided
- Observes all district policies and procedures

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGES, ABILITIES AND SKILLS**

- Thorough knowledge of No Child Left Behind and Title I law
- Excellent organizational skills
- Is flexible and adaptable
- Ability to work cooperatively with supervisors and co-workers
- Ability to understand and follow complex oral and written instructions
- Ability to perform duties without close supervision

JOB TITLE

JOB DESCRIPTION

- Ability to effectively communicate with the school district's personnel and constituency
- Ability to meet attendance standards and work the hours necessary to perform the essential functions of the job
- Maintains a generally positive attitude

QUALIFICATIONS

- Bachelor's degree required
- Demonstrates proficiency in Microsoft Office Suite, particularly Microsoft Word and Excel
- Demonstrates strong writing skills
- Possesses the ability to read, understand and interpret complex legal documentation and federal and state guidance
- Possesses the ability to organize and complete several complex projects simultaneously
- Possesses the ability to organize and report large quantities of information and data
- Possess the ability to work flexible hours including some evenings and weekends

ORGANIZATIONAL RELATIONSHIPS

Reports to Title I Director.

WORKING CONDITIONS

The work is performed in an office, schools and other educational settings.

PHYSICAL DEMANDS

The work is mostly walking and standing with periods of sitting, and is performed in school classrooms and other educational settings. Typical positions require workers to lift and carry up to 20 pounds; climb stairs; bend, kneel and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing.

FLSA STATUS

Non-Exempt

Title 1 School Improvement Coach

**SUMMARY OF FUNCTION**

The primary function of the Title I School Improvement Coach is to coach and consult with Title I school staff to provide job-embedded professional development, to build organizational capacity in areas of instruction, curriculum and assessment, and to serve as a liaison to the Division of Instruction, Curriculum and Student Services. The Title I School Improvement Coach works under the supervision of the Assistant Superintendent of Instruction, Curriculum and Student Services (ICSS).

**ESSENTIAL JOB FUNCTIONS**

- Coordinates with the System Improvement Specialist, the Assistant Superintendent of Instruction, Curriculum and Student Services and the Title I Director to identify specific student groups lagging in growth on the all Title I school's School Performance Framework
- In coordination with the building principal (and Teaching & Learning Coaches (TLCs) in elementary schools), supports implementation of strategies to meet Unified School Improvement Plan goals specific to growth groups
- Provides peer assistance and coaching, within designated Title I buildings, toward meeting teachers goals to grow in knowledge and effectiveness in all content areas and working with children of poverty
- Provides staff with structures, professional development and feedback that supports teaching and learning cycles
- Provides facilitation and guidance in partnership with Instruction, Curriculum and Student Services for district instructional initiatives
- Provides support to staff in formatively assessing and monitoring student growth, in interpreting individual and class growth trends, and in determining effective Tier I instruction, intervention techniques, differentiation, and Tier 2 & 3 intervention techniques to increase student growth
- Attends building Professional Learning Community (PLC) meetings to support teachers in the PLC process and in the identification of strategies to meet student needs
- Provides progress reports to the Director of Title I on a monthly basis for all assigned schools
- Demonstrates an ongoing willingness to enhance and further their own professional training, knowledge, and expertise through Division of Instruction, Curriculum and Student Services trainings/in-services/meetings and external professional opportunities within content related to effective instruction, all curriculum/content areas, Multi-Tiered System of Support/Response to Intervention/Positive Behavioral Interventions & Support (MTSS/RtI/PBIS), professional coaching and student performance. (Training can also be added with approval of Principal and their Executive Director as supported by the Assistant Superintendent of ICSS.)

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

Must demonstrate the following:

- Ability to develop ongoing trusting relationships with staff
- Skills in meeting the challenges of adult learners
- Ability to work through and manage resistance to change
- Collaborative, team-oriented attitudes
- Ability to be a risk taker and possibility thinker
- Knowledge of all content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems.
- Successful experience using various teaching strategies/approaches with students of poverty

JOB TITLE

JOB DESCRIPTION

- Ability to engage staff in reflective, self-inquiry processes to improve practice
- Ability in and knowledge of data management systems to include the ability to provide ongoing coaching on effective use of the data systems for improved instruction and leading to improved student performance
- Ability to provide training and coaching for staff K-12 in effective research-based and district approved instructional strategies in all content areas
- Strong organization, communication and facilitation skills
- Strong working knowledge of the MTSS/RtI/PBIS frameworks
- Strong working knowledge of Professional Learning Communities structures and processes

**QUALIFICATIONS**

5+ years of highly effective classroom experience  
Experience working with children from poverty  
Master’s degree with current Colorado teacher licensure  
Successful experience in working with adults in the areas of professional training and staff development

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Assistant Superintendent of Instruction, Curriculum and Student Services  
Actively partners with Instruction, Curriculum and Student Services to further the district’s essential actions and to eradicate school-based disparities  
Participates in Instruction, Curriculum and Student Services -led professional development sessions and information sessions as scheduled

**WORKING CONDITIONS**

The work is performed in a typical office environment and in school classrooms.  
Flexibility in daily work schedule is required.  
Summer training is required.

**DUTIES NOT TO INCLUDE**

Performing Type D license duties specifically those generally assigned to assistant principals and principals

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects and use fingers to operate computer keyboard. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK DAYS:**

185 Day Per Year

Title 1 School Improvement Coach

**SUMMARY OF FUNCTION:**

The primary function of the Title I School Improvement Coach is to coach and consult with Title I school staff to provide job-embedded professional development, to build organizational capacity in areas of instruction, curriculum and assessment, and to serve as a liaison to the Division of Instruction, Curriculum and Student Services.

**ESSENTIAL JOB FUNCTIONS**

- Coordinates with the Assistant Superintendent of Instruction, Curriculum and Support Services and the Title I Director to identify specific student groups lagging in growth on the all Title I school's School Performance Framework
- In coordination with the building principal and TLC, supports implementation of strategies to meet Unified School Improvement Plan goals specific to growth groups
- Provides peer assistance and coaching, within designated Title I buildings, toward meeting teachers goals to grow in knowledge and effectiveness in all content areas and working with children of poverty
- Provides staff with structures, professional development and feedback that supports teaching and learning cycles
- Provides facilitation and guidance in partnership with Instruction, Curriculum and Student Services for district instructional initiatives
- Provides support to staff in formatively assessing and monitoring student growth, in interpreting individual and class growth trends, and in determining effective Tier I instruction, intervention techniques, differentiation, and Tier 2 & 3 intervention techniques to increase student growth
- Attends building Professional Learning Community (PLC) meetings to support teachers in the PLC process and in the identification of strategies to meet student needs
- Provides progress reports to the Director of Title I on a monthly basis for all assigned schools
- Demonstrates an ongoing willingness to enhance and further their own professional training, knowledge, and expertise through Division of Instruction, Curriculum and Student Services trainings/in-services/meetings and external professional opportunities within content related to effective instruction, all curriculum/content areas, Response to Intervention, professional coaching and student performance. (Training can also be added with approval of Principal and their Executive Director as supported by the Assistant Superintendent of ICSS.)

**OTHER DUTIES**

Performs related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

Must demonstrate the following:

- Ability to develop ongoing trusting relationships with staff
- Skills in meeting the challenges of adult learners
- Ability to work through and manage resistance to change
- Collaborative, team-oriented attitudes
- Ability to be a risk taker and possibility thinker
- Knowledge of all content standards and benchmarks as well as strategies for alignment of assessments, interventions, differentiated instruction, a variety of instructional materials, and reporting systems.
- Successful experience using various teaching strategies/approaches with students of poverty
- Ability to engage staff in reflective, self-inquiry processes to improve practice
- Ability in and knowledge of data management systems to include the ability to provide ongoing coaching on effective use of the data systems for improved instruction and leading to improved student performance

JOB TITLE

JOB DESCRIPTION

- Ability to provide training and coaching for staff K - 12 in effective research-based and district approved instructional strategies in all content areas
  - Strong organization, communication and facilitation skills
  - Strong working knowledge of the Response to Instruction framework
- Strong working knowledge of Professional Learning Communities structures and processes

QUALIFICATIONS

5+ years of highly effective classroom experience  
Experience working with children from poverty  
Master's degree with current Colorado teacher licensure  
Successful experience in working with adults in the areas of professional training and staff development

ORGANIZATIONAL RELATIONSHIPS

Reports to and is evaluated by the Assistant Superintendent of Instruction, Curriculum and Support Services  
Actively partners with Instruction, Curriculum and Student Services to further the district's essential actions and to eradicate school-based disparities  
Participates in Instruction, Curriculum and Student Services -led professional development sessions and information sessions as scheduled

WORKING CONDITIONS

The work is performed in a typical office environment and in school classrooms.  
Flexibility in daily work schedule is required.  
Summer training is required.

DUTIES NOT TO INCLUDE

Performing Type D license duties specifically those generally assigned to assistant principals and principals

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds, climb stairs, bend, reach, hold, grasp and turn objects and use fingers to operate computer keyboard. The work requires the ability to speak normally and to use normal or aided vision and hearing.

WORK DAYS:

185 Day Per Year

JOB TITLE

JOB DESCRIPTION

Title 1C Migrant Student Assessment Coordinator

SUMMARY OF FUNCTION

Responsible for implementation of the Title I-C Grant (Migrant Student Education). Establishes and maintains communication and productive relationship among school staff, community agencies, parents, students and their families in the resolution of issues and concerns and to support and encourage students. Establish a quality tutorial program using research-based strategies and evaluate effectiveness using quality assessment measures.

ESSENTIAL JOB FUNCTIONS

- Reinforce and supervise tutors for all academic areas included in the grant
- Knowledge of research-based instructional practices/programs for literacy and math
- Maintain a collection of materials and suggested lessons that are culturally based and collaborated with other departments to disseminate such information
- Identify students targeted in the grant's performance objectives and provide services in the subject areas in the Title I-C grant
- Provide a positive link between parents, teachers, and schools to improve educational services for Migrant students
- Work collaboratively with the Parent Advisory Committee to publish newsletters, public service announcements, etc., to keep the District 11 Migrant community informed of events and opportunities
- Communicate with Migrant organizations to supplement tutorial programs with extracurricular opportunities such as after school cultural and recreational activities
- Oversee project budget and expenditures
- Implement the project plan to achieve identified objectives
- Recommend tutors and teachers promising instructional practices for Migrant students
- Attend all required staff meetings, pertinent committee meetings, Parent Advisory Committee meetings, Migrant BOCES meetings, and training
- Work collaboratively with the Department of Instructional Services staff, Literacy Resource Teachers, Parent Advisory Committee, and Instructional Support Services
- Collect Data and write progress reports and grant applications

OTHER DUTIES

- Perform related work as require

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of research-based instructional programs/strategies
- Knowledge of the educational needs and experience of Migrant families
- Ability to provide support and assistance and to act as a liaison to Migrant parents and students in utilizing the educational opportunities of the school system
- Knowledge of appropriate assessments to evaluate student gains
- Ability to communicate effectively
- Ability to work cooperatively with others

QUALIFICATIONS

- Must be Spanish bilingual
- Cultural knowledge of Migrant communities and culture
- Knowledge of Title I-C
- Computer literate with a good understanding of database functions
- Bachelor of Arts or Master of Arts preferred
- Minimum of three years experience working in a school district
- Ability to communicate clearly with students, parents, teachers, administrators, and other school personnel

JOB TITLE

JOB DESCRIPTION

- Knowledge of research-based intervention strategies and capability to apply these strategies
- Effective organizational skills and ability to plan workday schedule
- Ability to write and communicate to small and large groups effectively
- Experience in grant writing

ORGANIZATIONAL RELATIONSHIPS

Reports to ELL/Foreign Language/Migrant Facilitator Supervisor regarding tutorial programs and grant-related issues

WORKING CONDITIONS

Work is performed in a typical office environment; will require school visits; may require infrequent home visits

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

WORK YEAR

183 days- 4 hours per day

**JOB TITLE****JOB DESCRIPTION**

Title VII Indian Education Coordinator

**SUMMARY OF FUNCTION**

Responsible for overseeing the implementation of the Title VII Grant. Establishes and maintains communication and productive relationships among school staff, community agencies, parents, students and their families in the resolution of issues and concerns and to support and encourage students. Establish a quality tutorial program using research-based strategies and evaluate effectiveness using quality assessment measures.

**ESSENTIAL JOB FUNCTIONS**

- Reinforce and supervise tutors for all academic areas included in the grant \Knowledge of research-based instructional practices/programs for literacy and math
- Maintain a collection of materials and suggested lessons that are culturally-based, and collaborate with other departments to disseminate such information
- Identify students targeted in the proposal's performance objectives and provide services in the subject areas in the Title VII grant
- Provide a positive link between parents, teachers and school to improve educational services for American Indian/Alaskan Native students, and work collaboratively with the Parent Advisory Committee to publish newsletters, public service announcements, etc., to keep the District #11 American Indian/Alaskan Native communities informed of events and opportunities
- Communicate with parents about student progress in targeted subject areas, provide support with parent/teacher conferences, and provide support to parents in filling out an O.E. 506 Form on each student
- Coordinate with American Indian/Alaskan Native organizations to supplement tutorial programs with extracurricular opportunities such as after school cultural and recreational activities
- Oversee project budget and expenditures
- Implement the project plan to achieve identified objectives
- Develop and administer educational needs assessment for American Indian/Alaskan Native students and their families.
- Recommend to tutors and teachers promising instructional practices for American Indian/Alaskan Native students
- Maintain the confidentiality of student information
- Attend all required staff meetings, pertinent committee meetings, Parent Advisory Committee meetings, and training.
- Work collaboratively with Department of Instructional Services staff, Literacy Resource Teachers, Parent Advisory Committee, and Instructional Support Services
- Collect data, and write progress reports and grant applications

**OTHER DUTIES**

- Perform related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of research-based instructional programs/strategies
- Knowledge of the educational needs and experience of American Indian/Alaskan Native families
- Ability to provide support and assistance and to act as liaison to American Indian/Alaskan Native parents and students in utilizing the educational opportunities of the school system
- Knowledge of appropriate assessments to evaluate student gains
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- American Indian/Alaskan Native heritage preferred

JOB TITLE

JOB DESCRIPTION

- Cultural knowledge of American Indian/Alaskan Native tribes/nations
- Knowledge of history of Indian Education and Title VII
- Knowledge in the development and implementation of American Indian/Alaskan Native history and culture curriculum
- Bachelor of Arts, Master of Arts preferred
- Teacher licensure in Colorado or ability to obtain
- Minimum of 3 years experience working in a school district
- Ability to communicate clearly with students, parents, teachers, administrators, and other school personnel
- Knowledge of research-based intervention strategies and capability to apply these strategies
- Effective organizational skills and ability to plan work day schedule
- Ability to write and to communicate to small and large groups effectively
- Experience in grant writing

ORGANIZATIONAL RELATIONSHIPS

Report to the Executive Director of Instructional Services regarding tutorial program (program-related issues) and to the Director of Instructional Support Services or designee for grant-related issues.

WORKING CONDITIONS

Work is performed in a typical office environment; may require infrequent home visits.

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp, and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS

Exempt

Title VII Program Coordinator

**JOB SUMMARY OF FUNCTION**

The Program Coordinator is responsible for overseeing the progress of the Title VII programs and the implementation of the overall Title VII grant. Establishes and maintains communication and productive relationships among school staff, community agencies, parents, students and their families in the resolution of issues and concerns and to support and encourage students. Establish a quality program and to evaluate effectiveness using quality assessment measures.

**ENSURING NO AMERICAN INDIAN AND ALASKA NATIVE CHILD IS LEFT BEHIND:**

The mission of the Office of Indian Education is to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indians and Alaska Natives so that these students can achieve to the same challenging state standards as all students.

**ESSENTIAL JOB FUNCTIONS**

- Comprehension of the Title VII Annual Formula Grant to include Part I and Part II
- Grant Process; input required data, meetings as required, student information required of complete 506 Forms, and parent meetings (Parent Advisory Councils)
- Management of 506 Forms, tribal information, and Grant documents
- Work with Grants Department in project budget and expenditures
- Ensure that all Title VII Staff follow objectives of the Grant, implement project plan
- Coordinate schedules for Title VII Program Sites with Program Liaisons, tutors, and other District 11 staff
- Coordinate with Title VII Community Liaison; schedules, concerns, progress, and to provide support
- Provide training as needed; District staff, Title VII Staff, Parents and Community to include best practices for Native American & Alaskan Native students
- Identify students targeted in the grant's objectives and provide services in the subject areas
- Parent Involvement to include community and district involvement; to work collaboratively with each other to improve educational services by publishing newsletters, public service announcements, etc...
- Advocate for families and students with cultural and heritage beliefs, occasions, events, ceremonies, etc...
- Provide appropriate cultural resources to programs and to District 11 staff; to include maintaining collection of materials and resources
- Assist with the Title VII Administrator, support Administrative Assistant
- Provide data on student outcomes
- Support for students, parents, families, teachers and staff in the success of students
- Coordinate Title VII Program locations with teachers, staff, parents and students
- Provide resources and supplies for teachers, tutors
- Assist in cultural learning for District staff and families
- Provide cultural enrichment to students and families
- Assist in crisis resolution in home and school
- Encourages personal growth and development of self esteem and self motivation
- Provides information about student's status to school staff and facilitates

assistance for promoting academic success

- Encourages and models positive leadership

#### OTHER DUTIES

The following competencies are required for this position:

- 
- Work in conjunction with staff in each school
- Visit students, especially those at-risk because of academic failure, attendance, and/or behavioral issues, and discuss/create a plan toward success
- Contact parent/guardian for further insight on student's disposition and discuss further motivational approaches
- Communicate with student's teachers and faculty to get/keep students on a successful learning track
- Professional, respectful communication, verbal, email, phone
- Principals, Assistant Principals, Administration, Community Liaisons, Psychologists, Social Workers, Teachers, and Staff

#### Team Work

- Collaborate with other Title VII personnel
- Research, gather, and share school and community resources as needed by students
- Share local/state Native American events and information with designated students
- Working with community groups and organizations

#### Problem Solving

- Assist students and their families in the resolution of problems and crisis
- Provide community resources to students, families, and staff

#### Self Management

- Compliance with workplace policies and procedures
- Self Direction

#### Planning and Organizing

- Manage and organize Title VII data
- Organizing and maintaining student information, school reports

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- Attend conferences that pertain to Indian Education
- Involvement to include The White Initiative for Indian Education
- Educational training by an Indian organization to include Office of Indian Education and Bureau of Indian Education
- Training pertaining to the Title VII Formula Grant

#### Student Success

- Assist all designated Native American students with academic and career goals as well as their social and emotional welfare
- Check grades, behavior, attendance of designated Native American/Native Alaskan Native students

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- The community liaison is essentially another resource that monitors, mentors, and assists the Native American/Alaskan Native population of students to ensure success and stability during and beyond their educational years.

#### KNOWLEDGE, SKILLS, AND EXPERIENCE

- Understanding Indian Education and Title VII
- Cultural knowledge of Native American & Alaskan Native tribal, history, and cultural background preferred
- Native American & Alaskan Native sensitivity, awareness, and open to

JOB TITLE

JOB DESCRIPTION

diverse populations

- Microsoft Word, Excel, PowerPoint
- Ability to create reports based on student outcomes

1.

- High School diploma or equivalent
- K-12 Education experience preferred
- Prior experience in working with children

ORGANIZATIONAL RELATIONSHIPS

Reports to the Multilingual Department Administrator; works with the Administrative Assistant, to include working with Title VII Community Liaisons. In addition works with the following District 11 employees, Principals, Assistant Principals, Administration, Community Liaisons, Psychologists, Social Workers, Teachers, and other Staff. Parent and community communication needed.

WORKING CONDITIONS

Work is performed at Central Administration building, Schools, and other District 11 Facilities' with the occasional off site locations.

PHYSICAL DEMANDS

Typical work requires alternate between sitting, standing, walking throughout the day. Occasional basis of lifting 10-50 pounds, stooping, bending, crouching, overhead reaching, balancing, reaching at desk and floor level, and simple grasping. The work requires constant seeing, hearing, and talking. This work requires frequent driving between school locations, Central Administration, other District 11 facilities, and off site traveling to community organizations. Work may have occasional long distance traveling, training purposes.

Training, Certification and Safety Officer

**SUMMARY OF FUNCTION**

Works under the direction of the Manager. Develops, coordinates and implements the Bus Safety Program for the District. Conducts training, certification and evaluation of school bus drivers and other district personnel for Commercial Driving Licenses for the State of Colorado and for small vehicle operator classifications.

**ESSENTIAL JOB FUNCTIONS**

- Ensure that all CDL holders meet Federal, State, and Local requirements
- Maintains a current list of pending certifications (medical, DMV, in-service training, First Aid)
- Maintain a current list of medical physicals that have been certified by Transportation's contracted medical providers.
- Maintain a list of completed physicals and their renewal date
- Provides DMV and Human Resources with accurate list of employees who are driving for required random drug tests
- Interview applicants, makes employment recommendations and trains new drivers and driver assistants
- Conducts written examinations and evaluations of new drivers for certification to obtain a Commercial Driver's License (CDL) and "S" endorsement
- Ensure all drivers have what they need for their routes (wheelchair straps, vests, car seats, star seats, SBC)
- Prepare and submit all weekly and monthly CDL reports and other items as required
- Responds to investigates, and reports on all accidents or incidents involving school buses
- Serves as a chairperson of the Safety Review Board
- Conducts classroom training and oversees behind the wheel bus driver training for the purpose of presenting, reinforcing and/or developing bus driver skills
- Develops, coordinates, and conducts in-service training requirements for the department. Maintains documentation on all training and evaluations conducted for verification by CDE
- Conducts annual Colorado Department of Education testing and driver performance evaluations
- Provides recommendations for driver annual performance evaluations

**OTHER DUTIES**

- Performs all other related duties as assigned by the Manager
- Drives buses and assists when needed

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of safe driving practices, provisions of the motor vehicle code and the education code applicable to the operation of vehicles transporting school students
- Ability to maintain skills and confidentiality
- Ability to use judgment and prioritize workload
- Excellent communication skills, to include oral and written communications
- Ability to draft and produce letters, reports and evaluations
- Ability to plan and conduct training classes
- Ability to work effectively with others and provide effective leadership
- Knowledge of District and Departmental policies and procedures
- Knowledge of Federal, State, and District laws and policies and procedures
- Knowledge and ability to use personal computers for word processing and database management

**QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

- High school diploma/equivalent
- Valid Colorado commercial driver’s license with “S” endorsement
- Five years of experience in the Transportation industry.
- Must have citation free driving record for past three (3) years
- Must be able to obtain Certified Bus Instructor and Certified Defensive Driver certifications
- Must be able to obtain American Heart Association certification to teach first aid
- Must obtain CDL third party tester license within one (1) year from appointment

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to the Manager
- Works in cooperation with dispatchers, router schedulers, drivers and principals

Training, Certification, and Safety Manager

### **SUMMARY OF FUNCTION**

Works under the direction of the Transportation Manager. Develops, coordinates and implements the Bus Safety Program for the District. Develops, coordinates and implements the non-bus vehicle safety program for the Department. Conducts training, certification and evaluation of school bus drivers and other district personnel for Commercial Driving Licenses for the State of Colorado and for small vehicle operator classifications.

### **ESSENTIAL JOB FUNCTIONS**

- Ensure that all CDL holders meet Federal, State, and Local requirements
  - Maintains a current list of pending certifications (medical, DMV, in-service training, First Aid)
  - Maintain a current list of medical physicals that have been certified by Transportation's contracted medical providers.
  - Maintain a list of completed physicals and their renewal date
  - Provides DMV and Human Resources with accurate list of employees who are driving for required random drug tests
  - Interview applicants, makes employment recommendations and trains new drivers and driver assistants
  - Conducts written examinations and evaluations of new drivers for certification to obtain a Commercial Driver's License (CDL) and "S" endorsement
  - Ensure all drivers have what they need for their routes (wheelchair straps, vests, car seats, star seats, SBC)
  - Prepare and submit all weekly and monthly CDL reports and other items as required
  - Responds to investigates, and reports on all accidents or incidents involving school buses and all other district vehicles.
  - Serves as a chairperson of the Safety Review Board
  - Conducts classroom training and oversees behind the wheel bus driver training for the purpose of presenting, reinforcing and/or developing bus driver skills
  - Develops, coordinates and conducts in-service training requirements for the department and maintains documentation on all training and evaluations conducted for verification by CDE
  - Conducts annual Colorado Department of Education testing and driver performance evaluations
  - Provides recommendations for driver annual performance evaluations
  - Reviews Motor Vehicle Records for potential new hirers to determine suitability for driving district vehicles.
  - Conducts periodic reviews of the Motor Vehicle Records (MVRs) for all existing District employees.
  - Conducts safety assessments for all district drivers and develops specific training programs on an as needed basis.
- Develops and implements training programs and certifies all multi-function vehicle operators (Athletic & Music Departments, Field Trip - Activity Buses, and Volunteers).

### **OTHER DUTIES**

- Performs all other related duties as assigned by the Transportation Manager or the Executive Director of Facilities, Operations, & Transportation.
- Drives buses and assists when needed

### **KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of safe driving practices, provisions of the motor vehicle code and the education code applicable to the operation of vehicles transporting school students
- Ability to maintain skills and confidentiality

- Ability to use judgment and prioritize workload
- Excellent communication skills, to include oral and written communications
- Ability to draft and produce letters, reports and evaluations
- Ability to plan and conduct training classes
- Ability to work effectively with others and provide effective leadership
- Knowledge of District and Departmental policies and procedures
- Knowledge of Federal, State, and District laws and policies and procedures
- Knowledge and ability to use personal computers for word processing and database management

#### **QUALIFICATIONS**

- Associates Degree or two years equivalent work experience
- Valid Colorado commercial driver's license with "S" endorsement
- Five years of experience in the Transportation industry.
- Must have citation free driving record for past three (3) years
- Must be able to obtain Certified Bus Instructor and Certified Defensive Driver certifications
- Must be able to obtain American Heart Association certification to teach first aid
- Must obtain CDL third party tester license within one (1) year from appointment

#### **PREFERRED QUALIFICATIONS**

- Significant working knowledge of the applicable federal, state and local laws, codes, and regulations.
- Ability to develop specific training programs to meet new and emerging requirements

#### **ORGANIZATIONAL RELATIONSHIPS**

- Reports to the Transportation Manager for issues related to the bus fleet
- Works in cooperation with dispatchers, router schedulers, team leaders, drivers and principals
- Responsible to the Executive Director, Facilities, Operations, & Transportation (FOT) for all other FOT drivers and vehicles

#### **WORKING CONDITIONS**

Duties are normally performed in an office environment may also be performed on school buses, on the lot and at schools / serviced locations

#### **PHYSICAL DEMANDS**

The work involves operating a school bus at times. Typical positions require worker to be capable of climbing stairs and ladders, crawling, bending, kneeling, and reaching. Dragging and lifting from floor to shoulder height 60 lbs. on an occasional basis. Pushing, pulling, and carrying up to 50 lbs. on an occasional basis, and lifting shoulder to overhead 20 lbs. on an occasional basis. Must be able to hold, grasp, and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors. Must pass the U.S. Department of Transportation (DOT) Medical Examination. Subject to USDOT approved substance abuse testing program.

#### **FLSA STATUS**

Nonexempt

#### **WORK YEAR**

260

Transition Community Support Specialist

### **SUMMARY OF FUNCTION**

Supports development of work sites, connects students and families with necessary resources, collects data to support IEP goals in the community, communicates with collaborative partners, and implements instruction driven by student needs for 18-21-year-old students with disabilities under the direct supervision of the Transition Coordinator/Teacher.

### **ESSENTIAL JOB FUNCTIONS**

- Develop and maintain community partnerships with businesses, post-secondary educational institutions, and adult services organizations.
- Implements instruction, services, career development and educational opportunities for students under direction of Transition Coordinator/Teacher as a direct service provider.
- Educates community professionals regarding students with disabilities.
- Participates in IEP meetings as needed.
- Conducts informal assessments of student progress as directed by teacher/coordinator
- Celebrates and recognizes community partnerships.
- Collaborates with Transition Coordinator / Teacher on the design and implementation of special projects within the 18-21 Transition Services program.
- Assist Transition Coordinator/Teacher in developing certain sections of the Individualized Education Plan and other program documents, such as transition assessments information, Summary of Performance, Progress Reports, and assist in preparing and maintaining records to document student attendance and Progress Monitoring.
- Coordinates scheduling for students' post-secondary needs in collaboration with Transition Teacher/Coordinator.
- Trains students in public transportation and assists in coordinating transportation options.
- Communicates with Transition Teacher/Coordinator in regards to any needs or concerns for students.

### **Other Duties**

Performs related work as required

### **QUALIFICATIONS**

- AAS Degree or equivalent training in related field
- Experience in Job Coaching
- Skilled in communication
- CPR certified, CPI trained
- Experience with community partnership development, and agency collaboration

### **ORGANIZATIONAL RELATIONSHIPS**

Reports to and is evaluated by the Executive Director of Special Education or his/her designee

### **WORKING CONDITIONS**

The work is primarily performed in a typical office environment and a variety of locations in the community

### **PHYSICAL DEMANDS**

The work is partly sedentary with periods of light to moderate physical activity, and is performed in offices, at other work sites, and accident scenes. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend, kneel and crouch; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

JOB TITLE

JOB DESCRIPTION

**FLSA STATUS**

Exempt

**WORK YEAR**

202 Days

Transportation Dispatcher

**SUMMARY OF FUNCTION**

Responsible for assisting the Transportation Manager in the daily operations of transportation schedules, to include regular education, special needs education, extra-curricular activity routes and field trips. Provides direction and control for drivers over the radio. Makes adjustments to operations based on changing requirements.

**ESSENTIAL JOB FUNCTIONS**

- Dispatch all drivers, assists and buses morning shift and afternoon shift. Prepare the daily roll out for daily activities and prepare for the cover driver daily routes.
- Dispatch spare buses, assigns other buses to routes as required based on operational needs. Dispatch service vehicles and emergency vehicles as required. Notifies and coordinates with police, security, safety officers, schools and other supervisory personnel regarding equipment failures and accidents, etc.
- Works under the direction of the Transportation Manager. Provides assistance in ensuring compliance with Colorado Department of Education and District policies, regulations and procedures.
- Assists in the development of the annual transportation schedule using computer systems to optimize the efficiency of the transportation system. Updates and modifies schedules throughout the year as required.
- Provides information and instructions for drivers, driver assistants and fleet mechanics using radio and telephone communications. Provides directions for driver destinations, as required. Maintains familiarity with all routes and transportation equipment.
- Coordinates as required to ensure that all daily operational requirements are met. Provides notification to schools when buses are running behind schedule

**OTHER DUTIES**

Performs other related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent communication skills, to include oral and written communications. Ability to work effectively with others and provide assistance and direction
- Knowledge of CDE, District and Departmental regulations, policies and procedures as they apply. Knowledge of Federal and State laws as they apply to pupil transportation.
- Knowledge and ability to use Atlas-Street Guides. Possesses a knowledge of the location of Colorado Springs School District #11 schools and Colorado Springs street system. Knowledge of and ability to use routing and scheduling software.
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines. Ability to maintain accurate log of daily events.

**QUALIFICATIONS**

- High school diploma/equivalent.
- Valid Colorado commercial driver's license with "S" endorsement.
- Over five years of experience as a school bus driver with Colorado Springs School District 11 and/or 2 year of experience as a dispatcher in the transportation field.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Operations, Scheduling Manager. Works in cooperation with team leaders, mechanics, and trainers.

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

Performed in an office and transportation center environment. Occasionally performed on school buses, on the lot at the district transportation center and at schools / serviced locations.

**PHYSICAL DEMANDS**

The work involves operating a school bus. Typical positions require worker to be capable of climbing stairs, crawling, bending, kneeling, and reaching. Dragging and lifting from floor to shoulder height 60 lbs. on an occasional basis. Pushing, pulling, and carrying up to 50 lbs. on an occasional basis, and lifting shoulder to overhead 20 pounds on an occasional basis. Must be able to hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors. Must pass the U.S. Department of Transportation (DOT) Medical Examination. Subject to USDOT approved substance abuse testing program.

**FLSA STATUS**

Non-Exempt

Transportation Manager

**SUMMARY OF FUNCTION**

Responsible for managing the transportation department. Utilizes their communication, problem-solving, and time management skills to deliver services to meet customer requirements. Oversees daily operations to ensure the provision of safe, reliable and efficient transportation services.

**ESSENTIAL JOB FUNCTIONS**

- Communicates / cooperates with school principals and administration regarding transportation needs and concerns and student safety.
- Manages daily operations.
- Manages performance of department employees with emphasis on productivity, efficiency, and service delivery.
- Provides general guidelines for the assignment of drivers to routes.
- Maintains current route and scheduling information.
- Ensures route information is provided in writing for schools and riders.
- Works with school administrators to resolve student disciplinary and routing issues.
- Reviews student incident reports and ensures consistent and uniform disciplinary action being taken by school administrators.
- Investigates and resolves complaints concerning transportation services.
- Oversees training, safety and accident investigation/analysis program.
- Coordinates with Fleet Manager to ensure effective utilization and condition of transportation assets by drivers and driver assistants, coordination of required maintenance and resolution of driver equipment safety concerns.
- Maintains required records related to Public School Transportation Act, training and licensing of school transportation vehicle operators for the district, all expenditures and all assigned personnel.
- Develops budgets and reviews financial reports.
- Oversees training, safety and accident investigation/analysis program.
- Manages performance of department employees with emphasis on productivity, efficiency, and service delivery.
- Lead all transportation planning and strategic activities to include the development of goals, policies, and procedures.
- Recruit, interview, select, train, motivate, coach, and mentor staff members, bus drivers, and bus aides.
- Assist in the identification and implementation of continuous improvement opportunities and customer satisfaction opportunities.

**OTHER DUTIES**

Performs all other related duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Knowledge of Federal and State laws as they apply to student transportation.
- Knowledge of school bus operations as applied to the requirements of the District.
- Ability to perform sound transportation and related administrative analysis and take or recommend appropriate actions regarding such matters.
- Excellent communication skills, to include oral and written communications.
- Ability to supervise technical and support staff.
- Ability to plan, supervise and evaluate the work of others.
- Ability to work cooperatively with others.
- Knowledge and ability to use personal computers, to include word processing and data-base management programs.

**QUALIFICATIONS**

- Bachelor Degree in Business Management, a closely related field, or an Associate Degree with 7 years of relevant, related experience.
- 3 years supervisory experience in the transportation field.

JOB TITLE

JOB DESCRIPTION

- 6 years of experience in transportation field to include driving, training, maintenance, dispatch and/or supervisory equivalent responsibilities.
- Valid commercial driver's license (CDL) with appropriate endorsements to drive a school bus.

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to the Executive Director of Facilities, Operations, & Transportation.
- Supervises Transportation Operations Manager; Training, Certification, & Safety Manager; and Team Leaders.
- Works in cooperation with the Fleet Manager.

**WORKING CONDITIONS**

Performed in office environment at the district transportation center.

**PHYSICAL DEMANDS**

Performed in the office, garage and on district vehicles. Typical positions require worker to lift and carry up to 40 pounds; climb stairs and ladders; bend, kneel, crouch and crawl; hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

Transportation Specialist

**SUMMARY OF FUNCTION**

Responsible for assisting the Operations Manager in the development and updating of all transportation schedules, to include regular education, special needs education, extracurricular activity routes and field trips. Provides direction and control for drivers over the radio. Makes adjustments to operations based on changing requirements.

**ESSENTIAL JOB FUNCTIONS**

- Works under the direction of the Operations Manager
- Provides assistance in ensuring compliance with Colorado Department of Education and District policies, regulations and procedures
- Assists in the development of the annual transportation schedule using computer systems to optimize the efficiency of the transportation system.
- Monitors and schedules students that have been assigned to approved D11 alternative transportation contractors that transports D11 students using cars and SUV's.
  - Resolves customer concerns that may arise with the contractors.
- Updates and modifies schedules throughout the year as required. Responsible for the development of the extracurricular activity / field trip schedule
- Responsible for the maintenance of all Department maps for city street and road network
- Responsible for updating mapping software for routing / scheduling program
- Maintains all routes, schedules and other data on computer required for audit by CDE
- Maintains documentation on routing change requests - approvals / disapprovals
- Responsible for downloading student information, from District maintained databases for utilization in routing / scheduling software
- Provides information and instructions for drivers, driver assistants and fleet mechanics using radio and telephone communications
- Provides directions for driver destinations, as required
- Maintains familiarity with all routes and transportation equipment
- Dispatches relief buses, assigns other buses to routes as required based on operational needs
- Dispatches service vehicles and emergency vehicles as required
- Notifies and coordinates with police, security, training officers, schools and other supervisory personnel regarding equipment failures, discipline, accidents, etc.
- Coordinates as required to ensure that all daily operational requirements are met
- Provides notification to schools when buses are running behind schedule
- Expected to drive routes as a cover driver thirty percent of the time.

**OTHER DUTIES**

Performs other related duties as assigned

**KNOWLEDGE, ABILITIES AND SKILLS**

- Excellent communication skills, to include oral and written communications
- Ability to work effectively with others and provide assistance and direction
- Knowledge of CDE, District and Departmental regulations, policies and procedures as they apply
- Knowledge of Federal and State laws as they apply to pupil

JOB TITLE

JOB DESCRIPTION

transportation

- Knowledge and ability to use Atlas-Street Guides
- Possesses knowledge of the location of Colorado Springs School District #11 schools and Colorado Springs street system
- Knowledge of and ability to use routing and scheduling software
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, typewriters and copy machines
- Ability to maintain accurate log of daily events

QUALIFICATIONS

- High school diploma/equivalent
- Valid Colorado commercial driver's license with "S" endorsement

ORGANIZATIONAL RELATIONSHIPS

Reports to the Operations, Scheduling Manager. Works in cooperation with team leaders, mechanics, and trainers.

WORKING CONDITIONS

Performed in an office and transportation center environment. Occasionally performed on school buses, on the lot at the district transportation center and at schools / serviced locations

PHYSICAL DEMANDS

Performed in office, garage and on district vehicles. Typical positions require worker to lift and carry up to 50 pounds; climb stairs and ladders; bend, kneel, crouch and crawl; hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-exempt

Transportation Team Leader

**SUMMARY OF FUNCTION**

Manages, supervises and provides leadership, coaching, and assistance to their assigned team members (approximately 35 persons). Coordinates lot operations for approximately one hundred (100) buses and ensures on-time departure of buses off the lot. Ensures implementation and compliance with District and Department policies and procedures. Helps to provide safe, reliable and efficient transportation services District wide.

**ESSENTIAL JOB FUNCTIONS**

- Manages, supervises, and provides direction, guidance and coaching to drivers and driver assistants in the performance of their duties. Ensures that team members understand and comply with all District and Departmental policies.
- Trains drivers and driver assistants once assigned to their team. Trains new drivers on assigned routes upon completion of initial training and receipt of commercial driver's license. Briefs newly assigned route drivers on unique route characteristics, problems, and/or hazards.
- Conducts Annual Performance Evaluations of assigned team members. Provides input to Safety Officers for the annual Driver Performance test required by Colorado Department of Education.
- Prepares, updates and presents classes on the student conduct management program. Assists with and conducts new driver training and In Service Safety Training Programs as required throughout the school year.
- Assists Transportation, Certification, & Safety Staff and first responders with on-site incidents / accidents and ensuing investigations. Performs investigations and on-site management in their absence.
- Supervises School Bus Stop management in relationship to school embarking/boarding areas for safety. Evaluates existing and new bus stops for safety in compliance with industry and state standards and guidelines. Resolves student school bus stop issues.
- Handles and resolves customer complaints. Serve as mediators for parental issues and concerns. Works in conjunction with all school staffs to assist in resolution of student conduct issues.
- Responsible for timely and accurate completion of reports and other administrative duties for the team (i.e. Student Count/ Mileage, Route Descriptions, Seating Charts, scheduled preventative maintenance etc.). Ensures route descriptions are current and up-to-date.
- Inspects all assigned buses on a daily basis (covering all assigned buses over the course of a week), checking for cleanliness, damage, vandalism and students that may be left on the bus. Documents, maintains and updates bus equipment status and information. Reports any damage to the Transportation Manager and the Fleet Manager.
- Ensures that accurate and detailed pre-trip inspections are conducted by assigned drivers prior to departing the lot.
- Reviews bus videos to confirm compliance with District standards and to understand reported incidents. Understands Privacy Act implication of those reviews.
- Approves 'time off' requests from assigned drivers and aides.
- Reviews and approves weekly timesheet for assigned drivers and aides.

**OTHER DUTIES**

- Performs all other related duties as assigned to include driving relief buses and assisting with dispatching responsibilities as required.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Developed leadership skills. Ability to supervise bus drivers and bus aides.
- Excellent communication skills, to include oral and written communications. Ability to draft and produce letters, reports and evaluations.

JOB TITLE

JOB DESCRIPTION

- Excellent interpersonal relations skills. Ability to work effectively with others and provide effective leadership. Ability to build and maintain positive relationships with drivers, Leadership Team members, building personnel and other customers at all levels.
- Knowledge of District and Departmental policies and procedures. Knowledge of federal and state laws as they apply to pupil transportation.
- Knowledge and ability to use Atlas-Street Guides and computerized mapping programs. Possesses knowledge of the location of Colorado Springs School District 11 schools and Colorado Springs street system.
- Proficient with Microsoft Office (Outlook, Word, Excel, PowerPoint).

QUALIFICATIONS

- High school diploma/equivalent. Some college course work preferred.
- Valid Colorado commercial driver’s license with “S” endorsement.
- At least two years of experience as a school bus driver with School District 11.
- At least two years of operational leadership / managerial experience.

PREFERRED QUALIFICATIONS

- At least five years of operational leadership / managerial experience.

ORGANIZATIONAL RELATIONSHIPS

- Reports to the Transportation Manager.
- Supervises all assigned team members (drivers / driver assistants).
- Works in cooperation with the Dispatchers, Route Schedulers, and the Training, Certification, and Safety Team.

WORKING CONDITIONS

Performed on school buses, on the lot at the district transportation center, and at schools and other serviced locations.

PHYSICAL DEMANDS

The work involves operating a school bus. Typical positions require worker to be capable of climbing stairs, crawling, bending, kneeling, and reaching. Dragging and lifting from floor to shoulder height 60 lbs. on an occasional basis. Pushing, pulling, and carrying up to 50 lbs. on an occasional basis, and lifting shoulder to overhead 20 pounds on an occasional basis. Must be able to hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; and feel the shape, size and temperature of objects. May require some work in the snow and cold to assist buses who are stuck. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors. Must pass the U.S. Department of Transportation (DOT) Medical Examination. Subject to USDOT approved substance abuse testing program.

FLSA STATUS

Non-Exempt

WORK YEAR

197 Days

Traveling Early Childhood  
Paraprofessional

### **SUMMARY OF FUNCTION**

Provides additional staff support to preschool classrooms throughout the district. Works in preschool classrooms to provide supervision and guidance to students, carry out daily routines and lesson plans, and support the classroom students and staff as needed.

### **ESSENTIAL JOB FUNCTIONS**

- Assists students with successfully engaging in all preschool routines. Throughout routines, help students successfully participate in activities, communicate, build independence, and interact socially.
- Follow IEP goals to plan daily for student's individual needs, using a wide variety of materials and instructional strategies.
- Participates in collecting data on student progress as requested by classroom staff.
- Assists with toileting, including diapering and personal hygiene care of students
- Performs clerical and organizational tasks as specified by classroom staff.
- Demonstrates understanding of DHS Rules and Regulations covering health and sanitation, ECERS and other licensing practices and helps support those standards in the classroom
- Maintains organizational and sanitizing functions of materials and equipment in the classroom
- Engages in preparing classroom activities and centers as directed by classrooms staff.

### **OTHER DUTIES**

Performs other related tasks as specified by the supervisor.

### **KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of developmentally appropriate practice in early childhood
- Knowledge of modern office practices and operation of standard office appliances, including desktop computers, printers, and copy machines, laminating machine
- Knowledge of early childhood classroom routines and general school procedures
- Knowledge of common disabilities
- Ability to work effectively and respectfully with children
- Ability to type at a moderate speed
- Ability to communicate effectively
- Ability to work cooperatively and collaboratively with others
- Ability to take direction and accept feedback in a productive and proactive manner
- Ability to take initiative in interactions with students
- Ability to demonstrate flexibility when working with parents, students, and staff

### **DESCRIPTIONS QUALIFICATIONS**

- High school diploma or equivalent

### **ORGANIZATIONAL RELATIONSHIPS**

Reports directly to the Director of Early Childhood Education

### **WORKING CONDITIONS**

The work is performed in preschool classrooms.

### **PHYSICAL DEMANDS**

The work is occasionally heavy with the majority of the day requiring light physical activity. Typical positions require workers to alternate between sitting at tables and on the floor, standing, and walking throughout the day, lifting up to 50 pounds on an occasional basis and 10 pounds on a frequent basis,

JOB TITLE

JOB DESCRIPTION

occasionally stopping, kneeling, crouching, overhead reaching and fine motor activities, frequently sitting on the floor, in small chairs, and/or at tables, standing walking, balancing, reaching at desk and floor level, firm and simple grasping. The work requires constant seeing, hearing, and talking.

**FLSA STATUS** Nonexempt

**WORK YEAR**  
187 Days

Turn Around Specialist

**SUMMARY OF FUNCTION**

Assists the principal in the overall administration of school functions. Assists in developing and executing staff development, performing evaluations, budgeting, and daily school administration. Responsibilities in assessing needs, data collection and analysis, and designing programs to increase student achievement using a continuous improvement model.

**ESSENTIAL JOB FUNCTIONS**

- Conducts teacher evaluations and assists in developing instructional goals to increase student achievement and professional growth of all employees
- Works with principal to help improve test scores, in all academic areas
- Implements and communicates an effective Attendance policy to help improve Attendance issues
- Assists principal and staff in curriculum and staff development and in coordinating and implementing special projects
- Maintains contact and collaborates with students, parents, and staff to ensure a safe and productive learning environment of continuous improvement
- Represents school in outside activities. Serves on district committees and community groups
- Assists principal in monitoring budgets (Title I, Read to Achieve, and ARRA) and allocating internal funds that are aligned with the District Strategic Plan and School Improvement Plan
- Works closely with the Literacy Resource Teacher and Math Coach to assist teachers with instructional procedures to help them improve their instruction
- Acts in place of principal in his or her absence

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to increase student achievement, as evidenced by results
- Knowledge of subject areas, curriculum alignment, standards-based education, technology, and continuous improvement model
- Knowledge of technology as an educational tool for data collection and analysis to drive instruction
- Ability to use database, spreadsheet, and word processing software
- Knowledge of the general organization and functions of a public school system
- Knowledge of public school laws, rules, and regulations
- Ability to communicate effectively and mediate conflicts with students, staff, parents, and community groups
- Ability to provide leadership to school staff, students, parents, and the community
- Ability to evaluate and supervise professional and support staff for continuous growth to increase student achievement
- Strong organizational and time management skills
- Demonstrates professional growth to increase student achievement

**QUALIFICATIONS**

- Master's degree in education or education-related field
- Colorado Initial or Professional School Principal License required
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position)

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Principal
- Supervises school staff
- Interacts with and focuses on students and customers

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in a typical office environment located within a school setting.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing

Turnaround Principal - High School

**SUMMARY OF FUNCTION**

Located in Colorado Springs, Colorado this Turnaround Principal provides transformational leadership to planning, launching and managing a turnaround school. This includes implementing an improvement model which focuses on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction, and building a high-performing staff and leadership team to achieve the school's vision and goals. The Turnaround Principal will collaborate with parents, community members, as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement.

**ESSENTIAL JOB FUNCTIONS**

- Develop, monitor, and evaluate staff to build their capacity to meet the learning needs of all students by aggressive data monitoring of achievement under high accountability with unified Improvement Plan goals and School Performance Framework metrics.
- Serve as an instructional leader by coordinating the development of and monitoring the implementation of the school improvement plan in accordance with the district mission.
- Develop, implement and sustain an embedded collaborative professional learning model, which focuses on improving instructional practices and increasing student achievement.
- Use data to analyze and plan for differentiated support for staff and students.
- Develop and implement a school-wide plan to ensure the safety of students and staff in accordance with established district policies and procedures.
- Communicate and collaborate with families and community members, respond to diverse community interest and needs and mobilize community resources.

**OTHER DUTIES**

- Performs related work as required.

**KNOWLEDGE, ABILITIES, AND COMPETENCIES**

- Driving for Results – strong capacity and proven experiences to achieve outstanding results and the task-oriented actions required for success.
- Influencing for Results – motivating others and influencing behavior to obtain results. Turnaround Principal recognizes they cannot accomplish change alone; they must rely on the distributed leadership work and commitment of others.
- Problem-Solving – strategic analysis of data to inform decisions, executing clear and logical plans that staff may follow, and ensure a strong connection between school learning goals and daily classroom activity.
- Confidence to Lead – staying visible, focused, committed, and self-assured despite personal and professional challenges that are common during high accountability.
- Consistently demonstrates and communicates the belief that students will perform at high levels when they have access to excellent teaching.
- Wants to lead specifically in urban community and conveys reasonable understanding of potential challenges involved in leadership with divergent needs of the school.
- Oral and written fluency in second language is preferred.

**QUALIFICATIONS**

JOB TITLE

JOB DESCRIPTION

- Colorado Initial or Professional School Principal License required (or have ability to attain at time of contract offer);
- Master’s degree in education or education-related field;
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position).

**ORGANIZATIONAL RELATIONSHIPS**

The turnaround principal is responsible to the Area Superintendent and his or her staff. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and customers.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

226 Days

Turnaround Principal-Middle School

**SUMMARY OF FUNCTION**

A Turnaround Principal provides transformational leadership to planning, launching and managing a turnaround or priority improvement school. This includes implementing an improvement model which focuses on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction, and building a high-performing staff and leadership team to achieve the school's vision and goals. The Turnaround Principal will collaborate with parents, community members, as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement.

**ESSENTIAL JOB FUNCTIONS**

- Develop, monitor, and evaluate staff to build their capacity to meet the learning needs of all students by aggressive data monitoring of achievement under high accountability with unified Improvement Plan goals and School Performance Framework metrics.
- Serve as an instructional leader by coordinating the development of and monitoring the implementation of the school improvement plan in accordance with the district mission.
- Develop, implement and sustain an embedded collaborative professional learning model, which focuses on improving instructional practices and increasing student achievement.
- Use data to analyze and plan for differentiated support for staff and students.
- Develop and implement a school-wide plan to ensure the safety of students and staff in accordance with established district policies and procedures.
- Communicate and collaborate with families and community members, respond to diverse community interest and needs and mobilize community resources.

**OTHER DUTIES**

- Performs related work as required.

**KNOWLEDGE, ABILITIES, AND COMPETENCIES**

- Driving for Results – strong capacity and proven experiences to achieve outstanding results and the task-oriented actions required for success.
- Influencing for Results – motivating others and influencing behavior to obtain results. Turnaround Principal recognizes they cannot accomplish change alone; they must rely on the distributed leadership work and commitment of others.
- Problem-Solving – strategic analysis of data to inform decisions, executing clear and logical plans that staff may follow, and ensure a strong connection between school learning goals and daily classroom activity.
- Confidence to Lead – staying visible, focused, committed, and self-assured despite personal and professional challenges that are common during high accountability.
- Consistently demonstrates and communicates the belief that students will perform at high levels when they have access to excellent teaching.
- Wants to lead specifically in urban community and conveys reasonable understanding of potential challenges involved in leadership with divergent needs of the school.
- Oral and written fluency in second language is preferred.

**QUALIFICATIONS**

- Colorado Initial or Professional School Principal License required (or have ability to attain at time of contract offer);
- Master's degree in education or education-related field;
- Classroom teaching and/or contractual administrative experience preferred (at the level of the posted position).

**ORGANIZATIONAL RELATIONSHIPS**

JOB TITLE

JOB DESCRIPTION

The turnaround principal reports to the Area Superintendent. The principal directs the work of all employees assigned to the school. The principal interacts with and focuses on students and community.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Exempt

**WORK YEAR**

226 Days

Tutor - Certified

**SUMMARY OF FUNCTION**

This is an instructional support position that facilitates students in learning subject matter and skills that will contribute to their development as able and responsible students. The employee guides the learning process toward the achievement of curriculum goals, content standards, and identified achievement gaps. The tutor employs a variety of instructional strategies and assessments and utilizes appropriate technology to facilitate student learning. The tutor displays personal and professional qualities that promote a safe and caring environment conducive to student learning such as maintaining confidentiality, collaborating with staff, accepting constructive feedback, being a positive role model, treating others with respect, etc.

**ESSENTIAL JOB FUNCTIONS**

- Works collaboratively and cooperatively with supervisor(s), staff, and others in delivering tutorial services
- Prepares and provides for effective instructional strategies to meet the identified learning needs of individual students assigned to him or her
- Encourages students to set and maintain standards of appropriate classroom behavior
- Supervises students assigned to him or her and ensures their safety
- Monitors student progress on a regular basis and provides meaningful feedback to students
- Maintains accurate and complete records as required by law, district policy, and administrative regulation

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Ability to support students who have identified gaps in achievement
- Integrated technology skills to support the content area(s) and student learning
- Knowledge of child and adolescent development
- Knowledge of identified subject area(s) and standards-based education
- Knowledge of the general organization and functions of a public school system
- Ability to communicate and work effectively with students, staff, and parents

**QUALIFICATIONS**

- Bachelor's degree in education or other related discipline
- Valid CDE teacher licensure with appropriate endorsement preferred
- Valid state (CDE) Substitute Authorization
- Must be Highly Qualified in the content area(s) being taught
- Successful experience working with students preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Principal.

**WORKING CONDITIONS**

The work is performed in a school setting – e.g. classroom, computer lab, etc.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sittings. Typical positions require workers to lift and carry up to 30 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; and feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to

JOB TITLE

JOB DESCRIPTION

Speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS  
Exempt

UNIFIED Theater Teacher

**SUMMARY OF FUNCTION**

This is an instructional position that facilitates students in learning subject matter and skills that will contribute to their development as mature, able, and responsible men and women. The employee guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to students. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Displays personal qualities which are appropriate for a professional teacher such as: maintains professional ethics and confidentiality; is open to learning from others and accepts constructive criticism; is a positive role model for students (e.g. is consistent, fair, dependable, responsible, and respectful).

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective Teachers facilitate mastery of content and skill development and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

**ESSENTIAL JOB FUNCTIONS**

- Implements by instruction and action the district's philosophy of education and instructional content standards and benchmarks (goals and objectives)
- Lead and build a groundbreaking Unified Theatre program serving students from all four traditional high schools within the district.
- Foster an inclusive and collaborative environment where special needs students and their partners actively participate in theatrical productions.
- Design and implement engaging theatre activities that promote unity, creativity, and mutual respect among students.
- Create a supportive platform for students of all abilities to express themselves through theatre.
- Celebrate diversity and promote a sense of community within the Unified Theatre program.
- Demonstrate a strong commitment to inclusive education principles.
- Inspire and empower students through the transformative power of theatre.
- Provides effective instructional strategies and activities for all students in the classroom
- Prepares for classes assigned and shows written evidence of preparation upon request of the principal or his/her designated school leader
- Encourages students to set and maintain standards of appropriate classroom behavior
- Plans a program of study that meets the individual needs, interests, and abilities of the students
- Assesses the accomplishments of students on a regular basis and provides

JOB TITLE

JOB DESCRIPTION

- progress reports as required
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with supervisor, evaluates their job performance
- Make every student, parent, and visitor feel noticed, welcomed, and valued
- Attends staff meetings and serves on staff committees as required

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, ABILITIES AND SKILLS**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrates technology skills to support the content area(s) and 21st Century Learning
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current

**QUALIFICATIONS**

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements
- Appropriate State licensure

**ORGANIZATIONAL RELATIONSHIPS**

- Reports to Principal

**WORKING CONDITIONS**

- The work is performed in a school classroom (environment).

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

187 Days

Unified Communications Coordinator

**SUMMARY OF FUNCTION**

The Unified Communications Coordinator reports to the Senior Director of Operations and Infrastructure and is responsible for managing and coordinating all audio-visual and telecommunications needs within the school district. This role involves ensuring effective communication systems, supporting educational technology, and maintaining high-quality AV and telecommunication services.

**ESSENTIAL JOB FUNCTIONS****Audio-Visual Management:**

- Oversee the installation, maintenance, and operation of AV equipment in classrooms, auditoriums, and other facilities.
- Provide technical support for AV systems, including projectors, sound systems, video conferencing tools, and interactive displays.
- Coordinate AV setups for school events, meetings, and presentations.

**Telecommunications:**

- Manage the district's telecommunications infrastructure, including phone systems, intercoms, and emergency communication systems.
- Ensure reliable and efficient communication channels across all school sites.
- Troubleshoot and resolve telecommunication issues promptly.

**Technical Support:**

- Provide training and support to staff and students on the use of AV and telecommunication equipment.
- Develop and maintain user guides and training materials.
- Assist with the integration of new technologies into the district's communication systems.

**Project Coordination:**

- Plan and execute AV and telecommunication projects, ensuring timely completion and adherence to budget.
- Collaborate with vendors and contractors for equipment procurement and installation.
- Monitor and evaluate the performance of AV and telecommunication systems, recommending upgrades as needed.

**Compliance and Safety:**

- Ensure all AV and telecommunication systems comply with relevant regulations and safety standards.
- Conduct regular inspections and maintenance to prevent technical issues and ensure system reliability.

**OTHER DUTIES**

Other duties as assigned.

**KNOWLEDGE, ABILITIES AND SKILLS****Knowledge:**

- Deep understanding of audio-visual (AV) systems, including projectors, sound systems, video conferencing tools, and interactive displays.
- Comprehensive knowledge of telecommunications infrastructure such as phone systems, intercoms, and emergency communication systems.
- Familiarity with IT network infrastructure and integration of new technologies.
- Awareness of relevant regulations and safety standards for AV and telecommunication systems.

**Skills:**

- Proficient in the installation, maintenance, and operation of AV equipment.
- Skilled in providing technical support for AV and telecommunication systems.
- Expertise in troubleshooting and resolving telecommunication and AV issues promptly.

JOB TITLE

JOB DESCRIPTION

- Ability to develop and maintain user guides and training materials for staff and students.
- Strong project coordination skills, ensuring timely completion and adherence to budget.
- Effective collaboration with vendors and contractors for equipment procurement and installation.

**Abilities:**

- Excellent problem-solving abilities with attention to detail.
- Effective communication and interpersonal skills, capable of training and supporting staff and students.
- Ability to work independently as well as part of a team.
- Strong organizational and project management abilities.
- Capacity to ensure compliance with relevant regulations and conduct regular inspections and maintenance.

**QUALIFICATIONS**

- Bachelor's degree or equivalent experience in Information Technology, Communications, or a related field.
- Proven experience in managing AV and telecommunication systems.
- Strong technical skills and knowledge of AV equipment, telecommunication systems, and network infrastructure.
- Excellent problem-solving abilities and attention to detail.
- Effective communication and interpersonal skills.
- Ability to work independently and as part of a team.

**Preferred Qualifications:**

- Experience in an educational setting.
- Certifications in AV technology or telecommunications.

**ORGANIZATIONAL RELATIONSHIPS**

Reports to the Senior Executive Director IT Operations and Infrastructure.

**WORKING CONDITIONS**

This position may require occasional evening or weekend work for events and emergencies.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of moderate physical activity, and is performed in office, shop and field surroundings. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs, ladders or scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

260 Days

**JOB TITLE****JOB DESCRIPTION**

Visual and Performing Arts and Athletics - TOSA

**SUMMARY OF FUNCTION**

This is an instructional position with an emphasis on deep knowledge and skills in visual and performing arts and athletics (VAPAA), integration of arts disciplines, project, event, and arts community partnerships management. The work plan employs a variety of instructional techniques utilizing appropriate technology, consistent with limitations of the location provided and the needs and capabilities of the individuals or student groups involved.

**ESSENTIAL JOB FUNCTIONS**

- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation
- Attends staff meetings and serves on staff committees as required
- Make every student, parent, and visitor feel noticed, welcomed, and valued
- Organizes and executes VAPAA events
- Manages large scale community arts projects
- Seeks and develops arts partnerships within the community
- Emcees VAPAA events when needed
- Implements by instruction and action the district's philosophy of education and instructional academic standards and benchmarks (goals and objectives) for Arts, Performing Arts, and Athletics/PE.
- Provides effective instructional strategies and activities for Visual & Performing Arts teachers and Physical Education teachers
- Prepares for professional learning and shows written evidence of preparation for Visual and Performing Arts teachers and Physical Education teachers
- Encourages teachers to set and maintain standards of Tier I instruction
- Gathers data on the accomplishments of teachers

**OTHER DUTIES**

- Performs related work as required

**KNOWLEDGE, SKILLS and ABILITIES**

- Understands and demonstrates classroom management/instructional strategies to support student achievement
- Integrates technology skills to support the content area(s) and 21st Century Learning
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education, Gifted and Talented, CLDE, as applied to the needs of the students assigned to the teacher's particular area/classroom
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with a variety of stakeholders and partners
- Good organization and communication skills
- Possess strong organizational and reflective skills
- Maintains focus on continuous improvement process

**QUALIFICATIONS**

- Bachelor's degree in education or other discipline with endorsement meeting teacher licensure requirements
- Appropriate State licensure
- Experience with Project and Event Management
- Experience with Arts Partnership Management

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Director of Curriculum and Instruction

JOB TITLE

JOB DESCRIPTION

**WORKING CONDITIONS**

The work is performed in a school classroom (environment) and special event settings.

**PHYSICAL DEMANDS**

The work is mostly walking and standing with periods of sitting. Typical positions require workers to lift and carry up to 20 pounds; climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Exempt

**WORK YEAR**

185 Days

Volunteer Coordinator

**SUMMARY OF FUNCTION:**

Manages marketing, recruiting, placing, training, evaluating, and recognition of all volunteers supporting District 11 schools, departments, and programs. Collaborates with principals, teachers, and department heads to arrange placement of prospective volunteers, devises a system of volunteer evaluation, advises on best practices in volunteer manages, intervenes to assist with any placement issue that needs to be corrected.

**ESSENTIAL JOB FUNCTIONS:**

- Directs the management of the district volunteer program to include promotion and recruitment of individuals throughout the community to fulfill the volunteer opportunities in District 11 schools to support student success and achievement.
- Assists district departments in the utilization of specialized volunteers to include but not limited to private duty nurses, university students who need to meet course requirements - education majors, nursing majors, sociology majors, athletic trainers, etc.
- Oversees and supervises the volunteer background check operation to include review of all flagged records for compliance with policy and notification to volunteers and principals.
- Interviews and places parents/guardians of D11 students who have been court ordered to do community service as part of their sentence per contractual agreements between District 11 and community agencies.
- Implements a coherent system for volunteer training and evaluation.
- Oversees and supervises the collection of volunteer data for continuous improvement and report annually.
- Arrange and prepare information using computerized spreadsheets.
- Markets projects and recruits' parents, businesses, students, retirees and other senior citizens to fill volunteer opportunities as requested. This includes creating media and marketing materials to attract volunteers (e.g., volunteer brochure, curation of the volunteer pages on our district website) as well as materials to celebrate our volunteer programs such as videos for website or BOE meetings, GrandFriend of the Quarter highlight, etc.
- Performs administrative/clerical tasks such as maintenance of records of volunteers, necessary correspondence related to Volunteers and GrandFriends, letters of recognition to participants, formal and informal acknowledgment and appreciation, and preparation of reports.
- Manages the GrandFriends program to promote, recruit and place seniors and retirees as volunteers in District 11 schools.
- Manages GrandFriend volunteers: interviews new volunteers, arranges appropriate placement of volunteers; schedules and accompanies volunteers to interview between volunteer and teacher; facilitates training programs for GrandFriends twice yearly; advocates for the volunteers; evaluates project from teacher/volunteer feedback; provides recognition and appreciation of volunteers' time.
- Writes, publishes, and distributes GrandFriends newsletter.
- Coordinates Senior Sounding Board/GrandFriends newsletter with direct interaction
  - with office of Superintendent, collaborating with scheduling speakers, planning meetings, and developing opportunity for superintendent to meet with seniors in the community.
- Plans Annual GrandFriend End-of-Year Event by coordinating with speakers, performers, and catering.
- Collaborate with Volunteers of America to introduce the Foster Grandparent

program to schools and principals throughout the district. Schedule meetings with principals; work with Foster Grandparent Director to facilitate onboarding of Foster Grandparents of Volunteers.

- Manages the organization of the Tale Tellers Program: marketing to elementary school teachers; collaborating with Tale Tellers and teachers to determine schedule, availability and grade level preference; managing a robust schedule of schedules dates/times/location/story and sending to Tale Tellers and teachers a month in advance; submitting evaluations to teachers and then reviewing evaluations with Tale Tellers.
- Attends training for Volunteer Coordinators and pursues additional professional development opportunities in volunteer management.
- Provides all statistical reports to support D11 Strategic plan
- Trains school district liaisons and teachers in working with volunteers.
- Maintain excellent customer service.
- Observe all district policies and procedures.
- Recommend new office procedures and modifications to existing procedures to meet safety and operation requirements.

**OTHER DUTIES:**

- Performs related works as required.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Ability to effectively communicate with the school district's personnel and constituency.
- Ability to work cooperatively with supervisors and co-workers.
- Ability to organize workload and prioritize assigned tasks.
- Ability to work under deadlines.
- Ability to perform duties without close supervision.
- Maintain a general positive attitude.
- Proficiency in MS Office Suite, EXCEL, Access, Word, and Sharepoint.
- Demonstrate strong writing skills.
- Requires oral communication and phone etiquette
- Ability to interact well with seniors and the aging population.

**QUALIFICATIONS:**

- Bachelor's degree in Education, Social Science, or closely related field preferred.
- Volunteer management experience/eligible for volunteer certification.
- Competency in Microsoft suite.
- Familiarity with K-Adult Education systems in District 11.
- Demonstrated ability to organize and prioritize multi-faceted workload.

**ORGANIZATIONAL RELATIONSHIPS:**

- Director of Partnerships
- Consults with representatives/liasons from business partners.
- Coordinates the business/education partnership
- Communicates with D11 Engagement Executive Assistant, Curriculum Enrichment Coordinator, and Family Engagement Coordinator.
- Communication with Executive Director of Engagement and Superintendent's office
- Communicates with principals and teachers

**WORKING CONDITIONS:**

The work is performed in a typical office environment, under stress of competing priorities and extreme time pressure.

JOB TITLE

JOB DESCRIPTION

**PHYSICAL DEMANDS:**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods, lift and carry up to 20 pounds; climb stairs, bend, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**WORK YEAR:**

260 days

**FLSA STATUS:**

Exempt

JOB TITLE

JOB DESCRIPTION

Warehouse & Custodial Support  
Manager

SUMMARY OF FUNCTION

Manages and administers all functions related to the district's central warehouse and distribution operations and centralized custodial operations support.

ESSENTIAL JOB FUNCTIONS

- Develops and directs strategies for providing and improving warehousing operations and custodial services district-wide
- Develops and implements policy, regulations and procedures regarding areas of responsibility
- Manages the receiving, storage and distribution of all warehouse stock and special order items that are received through the warehouse
- Manages the processing, pulling and delivery of all warehouse stock including, but not limited to standard school supplies and USDA commodities for all schools and departments
- Manages the district's non-real property, equipment and surplus supplies and materials disposal program
- Develops and maintains custodial operations performance guidelines; and manages a supporting training and development program
- Develops the custodial resourcing recommendation for the staffing and budgeting
- Works with school site leadership to investigate site specific custodial concerns and problems, formulates corrective action plans and makes recommendations accordingly
- Manages the custodial substitute program
- Performs supervisory and administrative tasks related to assigned personnel

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of the concepts, methods and techniques of materials control, warehouse operations and custodial operations
- Ability to lead, supervise and manage assigned personnel
- Ability to communicate effectively
- Ability to understand and develop budgets, execution plans and related financial documents
- Strong computer skills in standard software packages including MS Word; Excel and Outlook
- Ability to work independently with little or no direct supervision

QUALIFICATIONS

- Bachelor's degree in business administration, materials management or related fields from an accredited college
- At least five years of experience managing warehousing and custodial services operations, including two years supervisory experience
- Valid Colorado driver's license with good driving record
- Commercial Drivers License (CDL) or the ability to get a CDL within six months

ORGANIZATIONAL RELATIONSHIPS

Reports to the Executive Director, Facilities, Operations and Transportation.

WORKING CONDITIONS

The work is performed in a typical office environment, in a warehouse, and may include visits to school, other customers and vendors.

PHYSICAL DEMANDS

The work is partly sedentary with periods of moderate physical activity. Typical

JOB TITLE

JOB DESCRIPTION

positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Exempt

Warehouse Person/Driver

## SUMMARY OF FUNCTIONS

The Warehouseperson/driver receives, stores, distributes and issues supplies and equipment throughout the school district. Operates the school district road vehicles in a safe and legal manner. Performs a variety of functions associated with the operation of the warehouse, including organizing stock to assure efficient movement and rotation, operating material-moving equipment and performs cycle and inventory counts. Promotes and follows the Board of Education Policies and departmental procedures.

## ESSENTIAL JOB FUNCTIONS

- Receives and ships all office, art, P.E., custodial and school supplies, paper products and food items ordered for warehouse stock, in addition to special order items for schools to include office, AV and athletic equipment, computers, furniture and textbooks. Verifies quantities and condition and stores those items according to warehouse plans to assure timely location, stock rotation for efficient delivery.
- Issues materials, supplies and food items to schools, kitchens, offices and departments from computer generated pick sheets: Notes abnormalities in ordering or discrepancies in inventory quantities and assists office personnel in making necessary corrections.
- Delivers to and picks up from schools, kitchens, offices, departments, storage areas, commercial businesses and private individuals. Any of the previously listed items in accordance with current delivery schedules, written job orders or verbal requests from warehouse coordinator or central administration.
- Verifies the accuracy of items and quantities of all warehouse stock items delivered to any location. Discrepancies will be corrected by returning overages, rotating shortages or incorrect items for delivery.
- Inspects returned material for damages and completeness and verifies proper documentation, then returns the items back to warehouse stock for exchange or credit.
- Applies special storage, issue and handling methods to hazardous and semi-hazardous materials including chemicals and cleaning products.
- Operates warehouse computer system to monitor levels and locations. Inputs inventory information on audio/visual and computer assets. Tags, brands, and engraves for identification purposes, all new and donated audio/visual and computer equipment required to be inventoried and assigned to proper location.
- Picks up all school's text and library books to be rebound. Verifies quantities and titles prior to and upon return from bindery. Evaluates all discarded text and library books for future use or disposal.
- Establishes new, maintains current and disposes of obsolete text book inventory as directed by Central Administration.
- Maintains the cleanliness of the warehouse, warehouse vehicles, materials moving equipment, shelves, bins, and floors. Recommends warehouse layout and materials handling improvements to the warehouse coordinator.
- Performs minor servicing and maintenance of warehouse material moving

equipment, vehicles, and building structure. Reports major problems to warehouse coordinator. Initiates appropriate documentation concerning vehicles.

- Performs warehousing duties in sub-zero environment for extended periods of time. Inventories purchased and government donated food commodity items each month. Assists in the pick up all USDA commodity food items in compliance with Department of Health Standards. Assists in Health Department Inspections.

- Performs periodic counts of specified inventory items at warehouse and maintenance facility tool room. Identifies discrepancies and their causes and assists the office personnel.

- Stores Central Administration records and documents. Maintains the security of confidential records. Coordinates disposal of items with appropriate departmental personnel. Insures proper dispositional marking upon collection.

- Serves as a liaison with Department Heads, Principals, and Building Managers to provide assistance as needed with the transfer and disposal of new and used furniture and equipment in coordination with the warehouse manager and inventory specialist. Maintains a future and equipment "wants and needs" list for all schools and departments. Assists with warehouse sales of excess items.

- Replaces material control technician at maintenance facility tool room in their absence. Must be able to perform all functions of position.

- Assists in all phases of Instructional kit refurbishment and distribution.

- Promotes positive image of the warehouse to schools, departments and the public.

#### OTHER DUTIES

Performs other duties as assigned.

#### KNOWLEDGE, ABILITIES AND SKILLS

Possess or be able to obtain a valid Class B Commercial Driver's License with current DOT certification and a safe driving record as established by the Board of Education, within 90 days of being hired.

Ability to perform strenuous physical work, including the physical ability to consistently lift and carry weights up to 100 pounds.

Must meet the insurability requirements of the School District insurance carriers as may be amended from time to time.

Ability to pass a District physical agility test.

Ability to pass a school District driving test in a required district vehicle.

Ability to operate material-moving equipment such as forklifts and pallet jacks.

Ability to generally recall supplies received and delivered to the warehouse and to schools or work sites over a daily, weekly and monthly basis.

Ability to work rapidly with numbers, codes and symbols.

JOB TITLE

JOB DESCRIPTION

Minimum of 2 years experience in inventory and warehousing, in a large warehouse operation, utilizing a computerized stock control system.

QUALIFICATIONS

High School Diploma - GED

Certified forklift operator or be capable to obtain one within 90 days of being hired.

2 years driving experience with a 14 foot truck or larger

Previous shipping/receiving experience

Computer knowledge (Data entry and inventory maintenance)

Ability to physically identify audio/visual computer equipment

ORGANIZATIONAL RELATIONSHIPS

Accountable to Warehouse/Distribution Manager.

WORKING CONDITIONS

Works/drives in winter weather conditions

Works in warehouse

PHYSICAL DEMANDS

Ability to lift 100 pounds

Works in freezer with below zero temperatures

FLSA STATUS: Non-Exempt

## JOB TITLE

## JOB DESCRIPTION

Warehouse Supervisor

## SUMMARY OF FUNCTIONS

Responsible for the budget, personnel, customer relations, inventory management, safety and the overall efficiency and effectiveness of the warehouse function. Performs duties as a working supervisor able and willing to perform the job of each person supervised when needed. Performs office duties such as ordering materials and supplies. Also, inputs, files, prepares and analyzes computer generated reports.

## ESSENTIAL JOB FUNCTIONS

- Performs as a working supervisor for the assigned warehouse workers/drivers and office assistant
- Provides leadership and direction, and trains warehouse personnel in the performance of their duties
- Ensures proper and safe warehousing procedures and techniques are employed
- Operates warehouse computer system to track and monitor warehouse items
- Inputs related data, analyzes it, and generates reports as needed for supported customers and other managers
- Assist district users with the entering of warehouse supply orders from the on site locations
- Acts as system manager for the controlled inventory module of the district-wide business information system
- Serves as a liaison with supported customers to provide assistance as needed with the transfer and disposal of new and used furniture and equipment
- Maintains a future and equipment "wants and needs" list for all schools and departments
- Manages warehouse sales of excess items
- Maintains the cleanliness of the warehouse, assigned vehicles and materials moving equipment
- Makes decisions regarding warehouse layout and materials handling improvements
- Receives, handles, stocks, stores, issues, delivers and inventories various warehouse stocked items, special order materials, products, textbooks, equipment, and food items using proper, safe and accepted procedures and techniques
- Tags, brands, and engraves for identification purposes, all new and donated assets, audio/visual and computer equipment and other equipment required to be on the district's fixed assets inventory
- Stores records and documents; maintains the security of confidential records; and coordinates disposal of items with appropriate departmental personnel
- Performs minor servicing and maintenance of warehouse material handling equipment and vehicles
- Performs routine office tasks, such as typing, sorting, files, etc., and assists the supporting buyer with ordering of warehouse stock items

## OTHER DUTIES

- Performs other duties as assigned

## KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of standard and accepted warehousing procedures and techniques
- Ability to operate materials handling/moving equipment such as forklifts and pallet jacks
- Ability to generally recall supplies received and delivered to the warehouse and to schools or work sites over a daily, weekly and monthly basis
- General office and typing skills, and ability to perform a variety of tasks on the computer
- Ability to work rapidly with numbers, codes and symbols with a high degree

JOB TITLE

JOB DESCRIPTION

- of accuracy
- Ability to lead, supervise and manage assigned personnel
  - Ability to lead the work of teams, committees and work groups and to work cooperatively with others
  - Ability to communicate effectively

QUALIFICATIONS

- High School Diploma or GED
- A valid Class B Commercial Driver's License (CDL) with current DOT certification, and has a safe driving record as established by the District
- Certified forklift operator
- Minimum of 4 years experience in shipping, receiving, warehousing and inventory in a large warehouse operation
- 2 years driving experience with a 14 foot truck or larger
- 2 years of supervisory experience

WORKING CONDITIONS

- Works/drives in winter weather conditions
- Works in the warehouse
- Performs warehousing duties in sub-zero environment for extended periods of time

ORGANIZATIONAL RELATIONSHIPS

Reports to the Executive Director, Facilities, Transportation & Warehouse  
Provides daily task supervision of the Warehouse staff of warehouse persons and drivers.

PHYSICAL DEMANDS

The work is partly sedentary with periods of moderate physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

Non-Exempt

## JOB TITLE

## JOB DESCRIPTION

Warehouse Work Leader

## SUMMARY OF FUNCTIONS

Performs duties as working supervisor for the subordinate warehouse personnel. Performs office duties such as materials and supplies ordering, computer data input, filing and preparation and analysis of computer generated reports. Assists the Warehouse Supervisor with function management.

## ESSENTIAL JOB FUNCTIONS

- Performs as a working supervisor for the assigned warehouse workers/drivers
- Provides leadership and direction, and trains warehouse personnel in the performance of their duties
- Ensures proper and safe warehousing procedures and techniques are employed
- Operates warehouse computer system to track and monitor warehouse items
- Inputs related data, analyzes it, and generates reports as needed for supported customers and other managers
- Assist district users with the entering of warehouse supply orders from the on site locations
- Acts as system manager for the controlled inventory module of the district-wide business information system
- Serves as a liaison with supported customers to provide assistance as needed with the transfer and disposal of new and used furniture and equipment
- Maintains a future and equipment "wants and needs" list for all schools and departments
- Assists with warehouse sales of excess items
- Maintains the cleanliness of the warehouse, assigned vehicles and materials moving equipment
- Recommends warehouse layout and materials handling improvements to the functional supervisor
- Receives, handles, stocks, stores, issues, delivers and inventories various warehouse stocked items, special order materials, products, textbooks, equipment, and food items using proper, safe and accepted procedures and techniques
- Tags, brands, and engraves for identification purposes, all new and donated assets, audio/visual and computer equipment and other equipment required to be on the district's fixed assets inventory
- Stores records and documents; maintains the security of confidential records; and coordinates disposal of items with appropriate departmental personnel
- Performs minor servicing and maintenance of warehouse material handling equipment and vehicles
- Reports major problems to supervisor and initiates appropriate documentation for corrective
- Performs routine office tasks, such as typing, sorting, files, etc., and assists the supporting buyer with ordering of warehouse stock items
- Fills in for the Warehouse Manager in his or her absence
- Performs all warehouse stock buying through bids and contracts
- Performs all office duties
- Maintain and control all food service inventories
- Lead person for the People Soft Inventory system, responsible for all upgrades and testing

## OTHER DUTIES

- Performs other duties as assigned

## KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of standard and accepted warehousing procedures and techniques
- Ability to operate materials handling/moving equipment such as forklifts and

JOB TITLE

JOB DESCRIPTION

- pallet jacks
- Ability to generally recall supplies received and delivered to the warehouse and to schools or work sites over a daily, weekly and monthly basis
  - General office and typing skills, and ability to perform a variety of tasks on the computer
  - Ability to work rapidly with numbers, codes and symbols with a high degree of accuracy
  - Ability to lead, supervise and manage assigned personnel
  - Ability to lead the work of teams, committees and work groups and to work cooperatively with others
  - Ability to communicate effectively

QUALIFICATIONS

- High School Diploma or GED
- A valid Class B Commercial Driver's License (CDL) with current DOT certification, and has a safe driving record as established by the District
- Certified forklift operator
- Minimum of 4 years experience in shipping, receiving, warehousing and inventory in a large warehouse operation
- 2 years driving experience with a 14 foot truck or larger
- 2 years of supervisory experience

ORGANIZATIONAL RELATIONSHIPS

- Reports to Warehouse Supervisor
- Provides daily task supervision of the Warehouse staff of warehouse persons and drivers

WORKING CONDITIONS

- Works/drives in winter weather conditions
- Works in warehouse
- Performs warehousing duties in sub-zero environment for extended periods of time

PHYSICAL DEMANDS

Perform strenuous physical work, including lifting and carry items weighting up to approximately 100 pounds.

FLSA STATUS

Non-Exempt

Wasson Dean of Student Behavior

**SUMMARY OF FUNCTION**

This position works collaboratively in a high school environment and may work with the school community (parents, students, faculty and community members) to ensure the schools behavioral expectations are enforced. This position will report to the Principal and works collaboratively with the Assistant Principal, Academy Coordinator and Athletic Director.

**ESSENTIAL JOB FUNCTIONS**

- Manages student supervision issues and enforce school behavioral expectations
- Counsels students and parents about school and district policies; includes assistance in monitoring student and staff attendance.
- Assists staff and parents in developing student behavioral expectations; assist the student support coordinator in dropout prevention
- Assists in the planning, developing and implementing of individual student behavior plans
- Serves as a resource to school staff in dealing with classroom management issues which includes assisting in developing programs to promote positive student behavior as well as intervention strategies
- Develops appropriate drug and alcohol intervention and interdiction strategies
- Coordinates alternative education placement for students in consultation with the office of student discipline; administer appropriate consequences for behavior including detention, in school suspension and out of school suspension
- Assists in the writing of grants that are related to student management; assist in monitoring and supervision of school facilities; assist in the screening of student permit requests.
- Provides supervision at extra-curricular and athletic events; other duties as assigned

**KNOWLEDGE, SKILLS, AND ABILITIES**

- Knowledge of district and school behavioral requirements/expectations
- Knowledge of subject areas, curriculum alignment, standards-based education, technology, and the continuous improvement model.
- Ability to analyze, interpret, and draw appropriate conclusions from data and/or observations
- Ability to perform basic mathematical concepts, including statistics, percentages, algebra, etc.
- Knowledge of district policies, procedures, goals, and vision, public school laws, rules, regulations
- Ability to effectively communicate to staff, students, parents, and community members; including the ability to deal appropriately with stressful or emergency situations or mediation.
- Knowledge and understanding of cultural diversity
- Knowledge and basic understanding of computer functions
- Understanding of varying socioeconomic segments of student population
- Ability to motivate and engage students towards education
- Knowledge of classroom management/instructional strategies to increase student achievement
- Knowledge of graduation requirements, required classes, credits
- Ability to coordinate with school counselors to make appropriate schedule changes for high risk students that will promote academic success
- Strong organizational and time management skills
- Ability to set realistic educational goals and behavioral goals with the students, staff, parents, community members
- Promote the need for ongoing learning and the importance education
- Ability to promote or put in place remedial programs, tutoring by staff,

JOB TITLE

JOB DESCRIPTION

community individuals or organizations to work with students who lack basic skills in specific areas

QUALIFICATIONS

Bachelor's degree in Education, Master's degree in Education, Education Administration or related field, 5- 10 years of experience as a teacher, with program coordination and supervisory experience preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

ORGANIZATIONAL RELATIONSHIPS

- Reports to Principal of assigned school
- Works directly with administration and staff of assigned school

WORKING CONDITIONS

- Work is performed in typical office environment

PHYSICAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk, sit, or stand for long periods; lift and carry up to 20 pounds occasionally; climb stairs, bend, reach, hold, grasp and turn objects frequently; and use fingers to operate computer, phones, or other standard office equipment frequently. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA Status

Exempt

Work Year

185 days

Welcome Center Specialist

**SUMMARY OF FUNCTION**

The Welcome Center Specialist coordinates the daily operations of and is the initial contact for all concerns related to the Welcome Center, ensuring superior customer service and a quality employee experience. Serves as the subject matter expert for Tier 1 Talent Management (TM) questions related to job postings/openings, job application, employee onboarding, guest staff system, and general TM questions and processes, with a focus on a one-call resolution.

**ESSENTIAL JOB FUNCTIONS**

- Assist all district clientele at the Talent Management Welcome Center via phone and walk-in services. Services include, but are not limited to assisting candidates through the application and onboarding process; school/department support with job postings and the hiring process, guest staff system and processes; and is the subject matter expert and sense maker to all employees regarding Talent Management/District processes and policies related to staffing and employment.
- Serve as the Welcome Center point person with other teams in Talent Management to ensure the efficient and effective delivery of Talent Management services to schools and other District departments.
- Oversee the management of Talent Management support email inbox. Regularly review responses and assist with replying daily to email requests with appropriate information and/or forwarding to applicable contact for further assistance. Provide guidance and training as needed to ensure timeliness and accuracy of responses.
- Work independently to find answers to complex Talent Management questions and clearly communicate resolutions to all parties; escalates according to established standard operating procedures.
- Provide input, guidance, and feedback related to call and walk-in assistance patterns to identify and address department gaps. Provides and leads the implementation of solutions to leadership regarding gaps to assist with updated processes/procedures.
- Create documentation on practices and resources for the Welcome Center. Coordinate with other Talent Management team members ensuring Welcome Center has the latest versions of their documentation.
- Support ESP and student teacher/practicum background check process including, but not limited to, running/reviewing background checks, escalating background checks to Director, managing the background check console, creating monthly reports, and communicating with candidates and hiring managers to ensure compliance.
- Displays advanced skills and ability to identify root cause of problems and provide appropriate solutions for a variety of issues; identifies trends in order to effectively minimize or solve errors or bottlenecks; act as a subject matter resource for Talent Management processes, procedures, and key functions; and can train others as needed.
- Assists in developing, updating, and monitoring the Talent Management web pages, as well as the Talent Management Department site page.
- Create employment verifications
- Supports the District Reception desk and functions as needed.

**OTHER DUTIES**

- Performs other duties as assigned

**KNOWLEDGE, SKILLS AND ABILITIES**

- Position requires analytical, organizational, strong oral/written communication, interpersonal, problem solving, and independent decision-making skills.
- Excellent customer service skills, including timely and accurate responses to requests for information.
- Ability to handle multiple tasks with frequent interruptions.

JOB TITLE

JOB DESCRIPTION

- Ability to work with confidential information
- Knowledge of District policies and department procedures; State and Federal laws; and negotiated agreements.
- Advanced operating knowledge of and experience with computers to include software programs (Microsoft Office – Word and Excel), Google Suite, Internet (to include e-mail and calendar), District business systems, and general office equipment at time of hire.

- Ability to understand and apply standard database, spreadsheet and word processing software applications

QUALIFICATIONS

- Three years applicable Human Resources, welcome/call center, or related experience
- Strong customer service experience in a high-volume work environment
- High School Diploma/GED required
- 

ORGANIZATIONAL RELATIONSHIPS

Reports to the Assistant Director of Talent Acquisition

WORKING CONDITIONS

The work is performed in a typical office environment.

PHYSICAL and MENTAL DEMANDS

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs, bend, kneel, crouch, reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

<figure class="table">

While performing the duties of this job, the employee is regularly required to analyze, communicate, coordinate, evaluate, use interpersonal skills, and compile. The employee is frequently required to instruct and negotiate. The employee is frequently required to compute and copy.</figure>

FLSA STATUS

Nonexempt

WORK YEAR

260 Days

Welder

**SUMMARY OF FUNCTION**

Performs welding construction work, coordinates construction activities with structural supervisor. Reports to structural supervisor about progress on all tasks assigned.

**ESSENTIAL JOB FUNCTIONS**

- Performs welding for maintenance of buildings and grounds
- Repairs and resurfaces various equipment for grounds
- Maintains the welding truck and equipment, which is used at the job sites
- Designs and fabricates special project when needed at schools and in other trades and shops
- Lays out work for A.D.A. handrail on ramps to specification required by city code and A.D.A. specification
- Maintains a preventive maintenance program on all gym curtains •Helps in maintenance repairs on stage equipment rigging and related equipment
- Assists in concrete replacement of sidewalks, driveways and projects when needed
- Consults with principals and building managers on scheduling work in buildings
- Cooperates with other trades as a team member

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of the welding trade
- Ability to make welding repairs
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

**QUALIFICATIONS**

- High School diploma or equivalent
- Two years welding and related experience
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)
- Knowledge of related building codes
- State of Colorado CDL
- Welding certification from a community college or trade organization is preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Structural Supervisor.

**WORKING CONDITIONS**

The work is performed on job sites.

**PHYSICAL DEMANDS**

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

**FLSA STATUS**

Nonexempt

**WORK DAYS**

260

JOB TITLE

JOB DESCRIPTION

Welder Journeyman

SUMMARY OF FUNCTION

Performs welding construction work, coordinates construction activities with assistant structural supervisor. Reports to assistant structural supervisor about progress on all tasks assigned.

ESSENTIAL JOB FUNCTIONS

- Performs welding for maintenance of buildings and grounds
- Repairs and resurfaces various equipment for grounds
- Maintains the welding truck and equipment, which is used at the job sites
- Designs and fabricates special project when needed at schools and in other trades and shops
- Lays out work for A.D.A. handrail on ramps to specification required by city code and A.D.A. specification
- Maintains a preventive maintenance program on all gym curtains
- Helps in maintenance repairs on stage equipment rigging and related equipment
- Assists in concrete replacement of sidewalks, driveways and projects when needed
- Consults with principals and building managers on scheduling work in buildings
- Cooperates with other trades as a team member
- Maintains a valid Colorado State CDL Driver License, Class A to operate a dump truck with trailer which is needed to move the lifts, to repair flagpoles as needed

OTHER DUTIES

- Performs related duties as assigned

KNOWLEDGE, ABILITIES, AND SKILLS

- Knowledge of the welding trade
- Ability to make welding repairs
- Ability to communicate effectively
- Ability to work cooperatively with others
- Skill in using the tools, equipment and materials of the trade

QUALIFICATIONS

- High School diploma or equivalent
- Four years welding and related experience
- Valid Colorado driver's license (yearly motor vehicle records will be reviewed)
- Knowledge of related building codes
- Colorado State CDL license

ORGANIZATIONAL RELATIONSHIPS

Reports to Structural Supervisor.

WORKING CONDITIONS

The work is performed on job sites.

PHYSICAL DEMANDS

The work is regularly active with periods of heavy exertion. Typical positions require workers to walk or stand for long periods; lift and carry up to 100 pounds; climb stairs, ladders and scaffolding; bend, kneel, crouch and crawl; reach, hold, grasp and turn objects; feel the size, shape and temperature of items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally, to use normal or aided vision and hearing, and to detect odors.

FLSA STATUS

JOB TITLE

JOB DESCRIPTION

Nonexempt

Work Based Learning Coordinator

**SUMMARY OF FUNCTION**

Work Based Learning Coordinator assures consistent application of work-based learning across the district and provides fair and equal access to work-based opportunities for all students across all CTE programs. A Work Based Learning Coordinator presents a unified vision of the district to the greater Pikes Peak region businesses. The position is as much about developing relationships in the Pikes Peak community as it is about placing students in WBL.

**ESSENTIAL JOB FUNCTIONS**

- Provide leadership in the development and implementation of a viable WBL program.

Coordinate multi division communication to include, but not limited to, risk management, information technology, volunteer services, human resources, finance to assure that WBL practices meet board policies and all district requirements.

- Manage the application process for and placement of students at facilities to perform their WBL.

Facilitate training of all staff and faculty associated with student WBL to assure consistent practices across district.

- Facilitate student learning by assisting students to secure appropriate WBL to enhance overall academic experience and learn skills essential to conduct a successful job search.

- Initiate and build partnerships with employers to develop student's opportunities for experiential endeavors

- Work collaboratively with faculty and administration to create policy and procedures for ensuring the academic quality and integrity of WBL.

Complete required state and federal reports for WBL participation; provide WBL data upon demand for grants and other key areas where such data has impact.

Work with regional industry work force to assure D11 access to regional WBL. Attend meetings as needed on a schedule befitting industry needs and demands.

- Provide regular updates to the CTE Administrator. The CTE Director is the direct supervisor of the WBL Coordinator.

**KNOWLEDGE, ABILITIES AND SKILLS**

- Demonstrated ability to provide avenues of success for all students

- Classroom teaching and contractual leadership experience, preferably in relation to

Career Pathway, Technical Education, and Concurrent Enrollment programs

- Demonstrated ability to provide visionary leadership and develop instructional goals to increase student achievement and professional growth of all employees in cooperation with Career Pathway Technical Education, and Concurrent Enrollment

programs

- Demonstrated knowledge of the applications of technology in the instructional learning environment
- Ability to communicate and mediate effectively with students, parents, staff and the community to ensure a safe and productive learning environment of continuous improvement

#### **WORK BASED LEARNING COORDINATOR DUTIES**

- Provide optimal marketing strategies to connect students to WBL.
- Work alongside faculty to identify and promote WBLs for specific pathways.
- Develop and revise WBL policies and procedures as needed.
- Develop an WBL manual and promotional material and updates as needed.
- Ensure all required programmatic paperwork (WBL agreements, Employer Packets, student contracts, etc.) is complete and updated as necessary.
- Plan and conduct WBL workshops and information programs.
- Maintain records of all students who are in an WBL.
- Ensure all WBL agreements are renewed on an annual basis.
- Identify, develop and monitor current WBL sites.
- Visit students on jobsites regularly.
- Work with counseling staff to ensure practices and policies for Concurrent Enrollment are followed.

#### **OTHER DUTIES**

- Performs related duties as assigned

#### **QUALIFICATIONS**

- Hold a teacher's license
- Valid Colorado Career and Technical Education Certification in WBL
- Classroom teaching and/or contractual administrative experience

#### **FLSA STATUS**

EXEMPT

#### **WORK YEAR**

207 days

Work Order Coordinator

**SUMMARY OF FUNCTION**

Manages and is primary input to the District's automated work order management system. Processes emergency maintenance calls, tracks work requests, generates special work order reports, reviews and processes invoice tickets and coordinates work schedules.

**ESSENTIAL JOB FUNCTIONS**

- Performs system manager duties for the District's automated work order management system (Asset Essentials), including managing the hardware, software and data files, and routine reports using various query languages and software
- Reports date findings to the Facilities Operations & Maintenance Manager
- Receives all emergency calls, assesses the nature of the problem, and directs appropriate personnel to respond
- Inputs appropriate information into work order computer program and obtains required approvals
- Reviews and inputs written work orders submitted by building principals, custodial personnel, shop personnel and other district employees.
- Ensures proper distribution of work orders to appropriate shops and coordinates scheduling of work orders
- Coordinates vandalism calls, such as graffiti, glass breakage and break-ins with Risk Management, Security Department and District lawyers. Inputs, tracks, and manages all appropriate information into computer system
- Conducts cost analysis of labor and materials on all vandalism work orders and forwards report to Risk Management
- Generates computerized work order status reports, distributes to Facilities Foreman for their approval
- Input and updates work order files information accordingly
- Cooperates with other trades as a team member
- Performs some receptionist type duties for the FOTC building
- Supports 5 Custodial Supervisors and Custodial Forman with Organization and maintenance of hiring and training documentation.
- Acts as administrative support for Facilities Operations and Maintenance Manager
- Coordinate and schedule potential applicants through hiring processes.
- Maintain current spreadsheet of contract custodial workers. Responsible for communications to other departments, building managers and Custodial supervisors.
- Build and maintain excel spread sheet for the Custodial Dept.
- Manage the current work order system by providing new hire training and support to all end users.
- Day to Day budget maintenance oversight and support for.
- Facilitates purchases with Custodial Supervisors for the school through our vendors as needed.
- Works on specialized administrative projects and request
- Responds to unexpected and emergency situations professionally; directs to appropriate leader for resolution as required.
- Maintains schedules and administratively supports the FOTC mission.
- Prepares detailed reports through WO system on fiscal activities for Department Heads and Fiscal Services. Analyzes data and proposes appropriate actions.

**OTHER DUTIES**

- Performs related duties as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of Facility Maintenance and Operations
- Experience with operating and using databases
- Organizations Skills
- Proficient in Excel spread sheet and Word
- Good telephone etiquette

JOB TITLE

JOB DESCRIPTION

- Good personal communication skills

**QUALIFICATIONS**

- High school diploma or equivalent
- Previous experience with PC based computer systems and work order programs
- Post high school business or college courses preferred

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Facilities Operations & Maintenance Manager or designee.

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is mostly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**FLSA STATUS**

Nonexempt

**WORK DAYS**

260

World Languages Facilitator

**SUMMARY OF FUNCTION**

Monitors the administration of the World Language Program for the district. Provides support to instructional staff and related service staff in all areas of World Languages.

**ESSENTIAL JOB FUNCTIONS**

- Coordinate the modification and support for the curriculum plans for World Languages, as well as identify short-term assessments for benchmarking
- Coordinate end-of-year assessments for World Languages
- Ensure accurate data collection and reporting
- Provide support to World Language staff
- Provide assistance and guidance to staff on methods and program directives
- Recommend methods for improvement
- Plan, coordinate, and communicate staff development strategies and activities for staff
- Analyze needs, schedule professional development, and coordinates with other areas as needed

**OTHER DUTIES**

- Performs related work as assigned

**KNOWLEDGE, ABILITIES, AND SKILLS**

- Knowledge of educational pedagogy as applied to second language acquisition
- Ability to plan and facilitate World Language programs for the district
- Ability to lead the work of teams, committees and work groups
- Ability to communicate effectively
- Ability to work cooperatively with others

**QUALIFICATIONS**

- Master's Degree
- Experience in second language acquisition and teaching
- Minimum 3 years of teaching experience serving students in second language acquisition, preferably with building level/department leadership experience

**ORGANIZATIONAL RELATIONSHIPS**

Reports to Assistant Superintendent of Instruction, Curriculum, and Student Services

**WORKING CONDITIONS**

The work is performed in a typical office environment.

**PHYSICAL DEMANDS**

The work is partly sedentary with periods of light physical activity. Typical positions require workers to walk or stand for long periods; lift and carry up to 50 pounds; climb stairs; reach for items; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing. Ability to operate motor vehicles for the purpose of driving to school sites.

**FLSA STATUS**

Exempt

**WORK YEAR**

185 Days